



South Carolina Teacher Workforce Profile for 2022–23

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EDUCATOR WORKFORCE PROFILE

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SC TEACHER provides comprehensive research about South Carolina's educator workforce. We are expanding a robust statewide data network to report results that will inform policy and practice.

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Teacher Workforce Profile

+ HIGHLIGHTS

SC TEACHER's research mission includes publishing yearly reports that detail the South Carolina educator workforce, sharing insights with educators themselves, policymakers, community members, and other stakeholders. This report is an annual review of the state's public school teacher workforce.

Analysis in this study uses statewide data from 2022–23, plus available data from published reports, to compare the demographics of South Carolina's teacher workforce with that of other states and nationwide. This report also provides a longitudinal view of state trends by examining data over three academic years from 2020–21 to 2022–23. Results are based on analysis of data collected from 54,106 South Carolina teachers with positions categorized as regular classroom teachers (PK–12 grades), special education (self-contained, resource, or itinerant), and retired teachers.

Main Findings From the 2022–23 South Carolina Teacher Workforce

- Teachers' average years of teaching experience declined slightly from 13.1 to 13.0 years from 2021–22 to 2022–23, after falling from 14.1 to 13.1 the previous year. This may indicate an increase in workforce stability after the temporarily heightened teacher attrition that immediately followed the pandemic.
- South Carolina schools employed a higher percentage of Black teachers (16.3%) than the nation as a whole (6%) but a lower percentage of Hispanic teachers (2.4% vs. 9%). State percentages of Black teachers and Hispanic teachers were both notably lower than the percentages of Black (32%) and Hispanic (13%) students.
- There were a few notable differences in teacher characteristics across state contexts. High schools were more likely to employ male teachers than elementary schools. Significantly higher percentages of Black teachers worked in high-poverty contexts versus low- or moderate-poverty contexts.

- Longitudinal analysis did not show noticeable, abrupt changes in teacher characteristics from previous years. There has been recent steady growth in the employment of alternatively certified teachers across most contexts.
- The percentage of teachers employed in charter schools has grown in recent years (from 5.0% in 2020–21 to 5.7% in 2022–23), mirroring a similar trend in the US and most other states.

Recommendations Regarding the South Carolina Teacher Workforce

- This report examines variables related to teacher training and experience as possible indicators of educator quality. However, existing research into these factors as proxies for quality has yielded inconsistent results. A more nuanced analysis of these variables, using findings from this report and other SC TEACHER research, could provide a clearer understanding of how these and other metrics relate to teacher effectiveness in the state.

+ INTRODUCTION

The landscape of districts, schools, and the teacher pipeline is continually evolving. From the fall of 2012 to the fall of 2022, public charter school enrollment in the US increased by 64% (i.e., from 2.3 million to 3.7 million students), while traditional public school enrollment dropped 4% (i.e., from 47.3 million to 45.1 million students) over that same period (Irwin et al., 2024). The number of individuals enrolling in traditional teacher preparatory programs has also dropped in recent years, while the number of enrollments in alternative certification programs has risen (Partelow, 2019). These and other changes, along with continued concerns about teacher shortages (e.g., Wiggan et al., 2020), speak to the need for a sustained examination of the teacher workforce in South Carolina. Studying the details of this workforce and the educator pipeline will help district and school leaders recruit and retain the best teachers.

Recruiting and retaining effective teachers is crucial to the success of students and communities alike. Passionate, expert teachers may be the most important factor affecting student learning in school, especially when working collaboratively with invested school leaders (Hattie, 2015). High-

quality teachers generally have deep content and pedagogical knowledge (Loewenberg Ball et al., 2008; Shulman, 1987) and can employ various instructional strategies to help their students learn content and skills (Tanner et al., 2003). These effective teachers also build strong relationships and rapport with their students (Nguyen et al., 2018) and frequently serve in formal or informal leadership roles around their schools (Lumpkin et al., 2014). They help build a supportive and academically focused school culture, and they work to create a positive school climate for all stakeholders (Beaudoin & Taylor, 2004).

While we can recognize the various ways in which effective teachers contribute to schools, identifying these educators is not necessarily as clear. Observing or measuring their traits, skills, and actions is often not straightforward. People working in individual schools likely know who the most effective teachers are, but looking at the workforce from a broad perspective complicates these types of judgments. Research supports this complexity, with studies on various individual indicators of teacher quality often yielding inconclusive or contradictory results.



One such indicator is teaching experience, which many assume to be essential to teacher effectiveness. However, research findings have not universally supported this supposition. For example, Huang and Moon (2009) found that teaching experience, in general, was not a statistically significant predictor of student learning, though they did find that years of teaching at a particular grade level were related to increased student reading achievement. Other studies have shown that greater experience is linked to increased teaching effectiveness, but after a few years, this effect largely fades away (e.g., Clotfelter et al., 2007a; Kane et al., 2006; Rivkin et al., 2005). In their study, Harris and Sass (2011) found that increased teaching experience, even in the first few years, only related to the capabilities of elementary and middle school teachers, not high school teachers. Graham et al. (2020) even found a decline in quality in teachers' fourth and fifth years of teaching. These inconsistent results mean that years of experience should not be used as a sole indicator of teacher efficacy.

Teacher preparation has also long been assumed to be linked to effectiveness. One way of measuring teacher preparation is by looking at degree attainment. Teachers obtaining a master's or doctoral degree receive more training in content and pedagogy, expecting this to translate to more effective instruction. Collier (2013) found some support for this idea regarding the achievement of elementary school students in mathematics. However, in the same study, the result did not apply to students' achievement in reading. This latter finding is consistent with the vast amount of scholarship, which fails to show direct relationships between advanced degree attainment and student achievement (e.g., Chingos & Peterson, 2011; Palardy & Rumberger, 2008; Rivkin et al., 2005). Wayne and Young (2003) also warned that using advanced degrees as a predictor may be problematic because teachers with these degrees will likely have more experience, as many educators work toward a master's or doctorate while teaching. These findings suggest that the relationship between years of experience and degree attainment should be considered together rather than in isolation.





The certification pathway is another facet of teacher preparation frequently linked to effectiveness or quality. In the traditional preparatory and certification route, teaching candidates earn a bachelor's or master's degree in education from a college or university (Yin & Partelow, 2020). Graduates of these programs do not start teaching until they have completed all certification requirements, which usually includes an internship in which they are not the teacher of record (i.e., student teaching) (Yin & Partelow, 2020). Alternative teacher certification programs, designed as expedited paths for individuals with at least a bachelor's degree, were first established in the early 1980s (Guthery & Bailes, 2023). They have become increasingly popular throughout most states in the country in recent years (Yin & Partelow, 2020), and their enrollment numbers continue to grow. At the same time, enrollment numbers in traditional preparatory programs have decreased (Partelow, 2019). Some stakeholders and scholars (e.g., King & Yin, 2022; Walsh & Jacobs, 2007) have continued to raise concerns about the quality of alternative certification programs, or at least certain ones, but research has not generally found that traditionally certified teachers are more effective than alternatively certified teachers (e.g., Decker et al., 2004; Sass, 2015). Variations among alternative certification programs can make them challenging to analyze and compare to one another or to traditional preparatory programs (Castro & Edwards, 2021; Humphrey et al., 2008).

At this point, research seems to indicate that certification pathway, unto itself, should not be used as criteria to judge teacher quality.



National Board Certification, a voluntary, advanced professional certification, is also frequently discussed as an indicator of teacher quality. Educators can obtain this certification through an application and meeting the rigorous performance standards set by the National Board for Professional Teaching Standards (NBPTS), an organization established in the 1980s in response to the education quality concerns highlighted in *A Nation at Risk* (Gardner et al., 1983) (Exstrom & Gold, 2023). National Board Certification aims to identify teaching excellence through a performance-based, peer-reviewed evaluation process (Exstrom & Gold, 2023). Despite a certification rate of 71% (NBPTS, 2024), only about 4% of US teachers hold National Board Certification, which must be renewed every five years through a modified, rigorous process (New York State United Teachers, 2024; NBPTS, 2024).

Some studies suggest that National Board Certification can be a valid indicator of teacher effectiveness, with several linking it to student achievement (e.g., Cantrell et al., 2008; Cavalluzzo, 2004; Chingos & Peterson, 2011; National Strategic Planning & Analysis Research Center, 2017; Vandevort et al., 2004). However, research findings are mixed overall. While some studies have shown a correlation between National Board Certification and student performance in certain contexts (Manzeske et al., 2017; Goldhaber & Anthony, 2007), others found little difference in instructional practices and student growth between NBCTs and non-NBCTs

(Stronge et al., 2008). Cowan and Goldhaber (2016) emphasized that many earlier studies are now outdated due to revisions in the NBPTS process. They found that NBCTs had modest positive effects on achievement in elementary and middle school reading and middle school math, particularly those who achieved certification on their first attempt. It is also important to consider that not all teachers who might qualify for National Board Certification choose to pursue it, which means that comparative studies may not fully capture the potential effectiveness of NBCTs. Furthermore, NBCTs are often concentrated in more affluent, high-performing schools, suggesting that National Board Certification should be considered alongside other factors when evaluating teacher effectiveness (Goldhaber & Anthony, 2007).

In South Carolina, all teachers are evaluated annually using the Expanded Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system. There are multiple components to this system. All teachers receive an annual goal-based evaluation centered around Student Learning Objectives (SLO), which are educator-designed goals for student growth. These reflective tools are monitored throughout the year and assessed by designated evaluators. Teachers receive ratings of *Exemplary*, *Proficient*, *Needs Improvement*, or *Unsatisfactory* based on their SLO performance. Measurement of these objectives serves as a significant component of the overall teacher evaluation system, influencing final outcomes (SCDE, 2021).

In addition to receiving SLO ratings, a subset of teachers in the state undergoes either formative or summative ADEPT evaluations each year. Teachers who are on annual or continuing contracts may receive summative ADEPT evaluations, which are more comprehensive and result in final judgments regarding teacher performance. Summative evaluations include lesson plan assessments, classroom observations, reflections on instruction and student learning, professional reviews, SLO outcomes, and documentation of professional growth and development. Teachers are rated using the South Carolina Teaching Standards (SCTS) 4.0 rubric, which measures effectiveness across four domains: Instruction, Planning, Environment, and Professionalism. Each indicator within these domains is rated on a 4-point scale, from *Exemplary* to *Unsatisfactory* (SCDE, 2021). As referenced above, SLO scores can significantly influence overall ADEPT evaluation ratings.

Formative ADEPT evaluations are conducted to provide ongoing feedback and support for teacher development. Teachers in their induction phase or on an annual contract may receive formative evaluations, which focus on helping improve their instructional practices. Formative evaluations are more developmental in nature and are not used for making high-stakes employment decisions. These teachers are evaluated on the same domains used in summative evaluations to guide development and improvement in teaching practices.

The complex nature of what contributes to effective teaching and, even further, what possible metrics can inform or correlate with teacher quality calls for a multipronged approach. As such, we examine several variables associated with teacher preparation and credentialing in this report. These variables include teachers' certification types (i.e., alternative or international) and their highest attained degree. The report also examines variables related to years of experience, teacher evaluation ratings (i.e., SLO and ADEPT summative ratings), and National Board Certification.

Beyond teacher preparation, experience, and evaluation, greater educator diversity in schools benefits all students (Nevarez et al., 2019; Wells et al., 2016). Studies on teacher gender and student outcomes have not yielded consistent results (Hwang & Fitzpatrick, 2021), though a few have indicated that teacher gender can affect student achievement (e.g., Dee, 2005). Specifically, some research shows students tend to perform better when taught by a teacher of the same gender. More significantly, a substantial amount of empirical data supports the idea that matches between teacher and student race/ethnicity can lead to significant academic and related gains (e.g., self-efficacy), especially for traditionally underserved populations (e.g., Banerjee, 2018; Blazar & Lagos, 2021; Egalite et al., 2015; Redding, 2019). These findings also led us to include an analysis of teacher gender and race/ethnicity in the report.



Finally, as charter schools continue to grow and enroll more students, it is essential to specifically examine teachers in these contexts. South Carolina state law states that at least 75% of a charter school's teachers must hold a valid South Carolina teaching certificate. The remaining 25% of teachers are not required to be certified, which allows schools some flexibility in hiring. However, noncertified teachers are often required to meet other qualifications, such as possessing a relevant degree or significant experience in their field. This report provides an initial analysis of the distribution of teachers in public charter schools and traditional public schools.

KEY QUESTIONS

This report aims to describe South Carolina's public school teacher workforce during the 2022–23 school year. The analysis includes a comparison of the demographic characteristics of South Carolina's teacher workforce (i.e., gender, race/ethnicity, education, experience, and evaluation results) with national figures. It also presents within-state comparisons of teacher workforce characteristics across school-level factors (i.e., organizational level, geographic locale, and student poverty level). For examining related longitudinal trends, the report uses data from academic years 2020–21 through 2022–23. Altogether, this study contributes to the building of a larger, more comprehensive picture of South Carolina teachers. The analysis herein can be used in conjunction with other SC TEACHER research to inform decisions improving the educator workforce.

This report addresses the following key questions:

1. What are the characteristics of South Carolina's teacher population relative to personal demographics, educational attainment and experience, and teacher evaluation results? How do these characteristics compare with teachers nationally?
2. How do teacher characteristics differ between organizational levels (i.e., elementary, middle, and high school) in South Carolina?
3. How do teacher characteristics compare among city, suburb, town, and rural schools in South Carolina?
4. How do teacher characteristics compare among South Carolina schools with different levels of student poverty?





DATA, VARIABLES, AND ANALYSES

This study is primarily based on data from the 2022–23 school year for 54,106 teachers employed by South Carolina public school districts. The data analyzed came from four sources. The South Carolina Department of Education (SCDE) provided individual-level data. Teachers included in this analysis were identified by position code. Aggregate, contract-level data in the report came from published data from the SCDE (2023). School-level data were obtained from the 2022–23 South Carolina School Report Cards, except for school locale, which came from the National Center for Education Statistics (NCES). Data collected from all four sources were merged before analysis. For the longitudinal analysis, a similar process was used for data from 2020–21 and 2021–22. Missing data within some records are noted; however, all available data were used when possible, resulting in slightly different sample sizes for some comparisons.

This study focused on variables describing South Carolina teachers' gender and racial/ethnic background, as well as other variables related to educational attainment (i.e., highest degree attained), certification (i.e., alternative certification, international certification, and National Board Certification), teaching experience (i.e., years of experience), and performance evaluations (i.e., ADEPT and SLO ratings). The distribution of teachers between traditional public schools and public charter schools was also examined.

For most of the variables discussed, percentages of teachers possessing the characteristic of interest (e.g., those holding a master's degree) were used in the analysis. Percentages were used because the raw numbers of teachers would present a skewed view, as teachers are not uniformly distributed across contexts (e.g., there are more elementary teachers than middle school teachers). For most reporting on years of experience, averages were computed and used for comparisons across contexts.



For locale, schools were categorized according to census-defined geographic designations (i.e., city, suburb, town, or rural) assigned through NCES (US Department of Education, 2023). These codes are based on population density and proximity to an urban area (i.e., city) or an urbanized cluster (i.e., town). SC TEACHER uses these four geographic designations instead of the urban-rural dichotomy to provide a more nuanced context for locale (see Starrett, Dmitrieva et al., 2023).

To assign school poverty levels, we used the SCDE's pupils-in-poverty (PIP) designation to rank all schools in South Carolina. Quartiles were then determined to create a poverty designation of high-poverty (i.e., top 25%), moderate-poverty (i.e., middle 50%), and low-poverty (i.e., bottom 25%) schools.

The national data concerning teachers in this report came from NCES, primarily from various reports using results from the 2020–21 National Teacher and Principal Survey.

Statistical analyses were performed using data from the 2022–23 school year. Descriptive analyses were performed for the longitudinal comparisons with data from the 2020–21 and 2021–22 school years. Throughout this report, we emphasize the

importance of effect sizes to gauge significance in relationships, rather than relying on p -values. Typically, p -values are used in sample data analysis. Given that we are analyzing the entire population of South Carolina teachers, rather than a sample within it, effect sizes provide a more meaningful measure of the strength of differences or relationships between groups or variables. For example, effect sizes can reveal how substantial differences are in the average years of teaching experience between schools with varying poverty levels. Specific statistical thresholds are used to categorize these effect sizes as small, medium, or large. While a large effect size indicates a significant and impactful difference, a small effect size might still represent a meaningful difference across the entire school system. A detailed description of the statistical processes utilized in analyses for this report is provided in the technical appendix.

For each key question, there are three parts to the discussion: (a) a summary of the distribution of teacher characteristics, (b) a longitudinal comparison of data over three academic years from 2020–21 to 2022–23, and (c) a discussion of the results to draw comparisons between South Carolina findings and published research findings from across the US.

A woman with short dark hair, wearing glasses, a black blazer, and a chunky gold chain necklace, is looking down at a stack of papers. She is holding a pen in her right hand. The background is blurred, showing what appears to be a meeting or conference setting. The text "Our Key Questions" is overlaid in white on the left side of the image.

Our Key Questions



+ KEY QUESTION 1:

What are the characteristics of South Carolina’s teacher population relative to personal demographics, educational attainment and experience, and teacher evaluation results? How do these characteristics compare with teachers nationally?

To address Key Question 1, we examined the percentage of South Carolina teachers by categories of available data, including gender, race/ethnicity, highest degree attained, certification pathway, years of teaching experience, National Board Certification, and teacher evaluation ratings (i.e., ADEPT and SLO). We also looked at the distribution of teachers across traditional public schools and public charter schools. For all of these variables, longitudinal data from 2020–21 to 2022–23 were analyzed. Additional comparisons were made with national data from 2020–21 (Taie & Lewis, 2022).

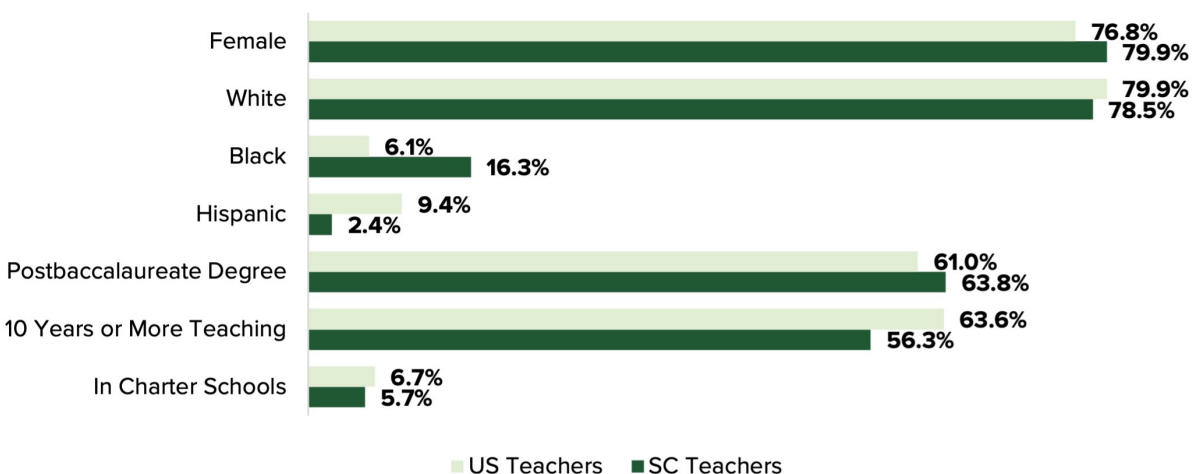
South Carolina Teacher Characteristics Compared to the National Workforce

Consistent with past years, about 4 out of every 5 public school teachers in South Carolina were classified as regular classroom teachers in grades 1–12 (i.e., 81.1%). Special education teachers, who can have different positions (i.e., resource, self-contained, and itinerant), collectively made up the next largest group at 10.8%. Kindergarten and prekindergarten teachers made up 6.8% of teachers. The remainder of the population (i.e., 1.4%) consisted of retired teachers who had returned to the classroom.

Demographic analysis of 2022–23 data revealed that the South Carolina teacher workforce mirrored the nationwide workforce in some categories but deviated notably in others (Figure 1). For instance, the percentage of female teachers in the state was 79.9%, close to but slightly higher than the US average of about 77.0%. The percentage of White teachers in the state (78.5%) was slightly lower than the national average (79.9%). Meanwhile, the percentage of teachers identifying as Black was notably higher in South Carolina than nationwide (16.3% vs. 6.1%). When considering teachers identifying as Hispanic, the relationship also showed a notable difference but with the opposite pattern (i.e., 2.4% in the state vs. 9.4% nationally).

Regarding educational level, most teachers in the US (i.e., 61.0%) possessed some postbaccalaureate degree (i.e., master’s, educational specialist, or doctoral degree). A slightly higher percentage of teachers in South Carolina (i.e., 63.8%) held either a master’s or doctorate, though it is important to note that this category of state data does not include specialist degrees. For experience, a higher proportion of teachers nationwide (i.e., 63.6%) had ten or more years of teaching experience than teachers in South Carolina (i.e., 56.3%). This aligns with the slightly higher average of years teaching in the US (14.5 years) compared to the state (13.0 years). Finally, a lower percentage of teachers in South Carolina were teaching in charter schools (5.7%) compared to the nation as a whole (6.7%).

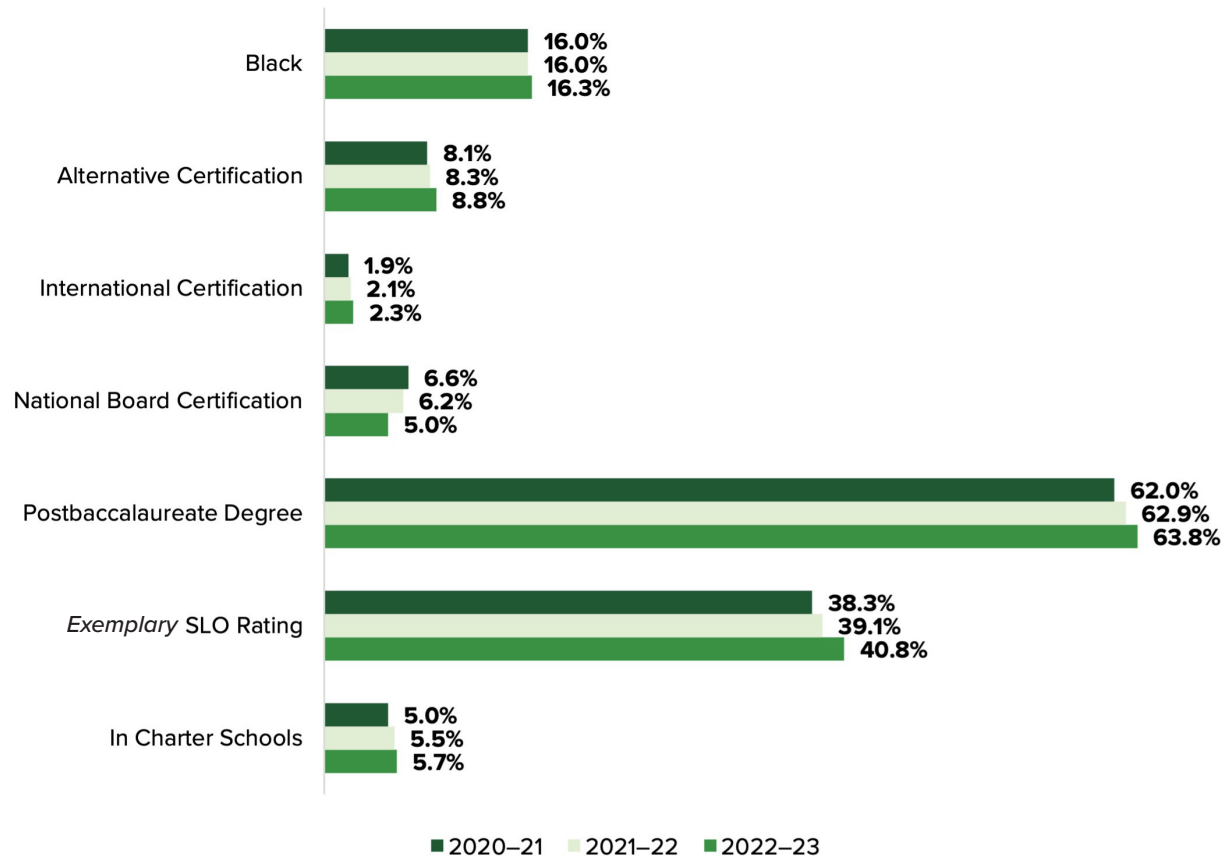
Figure 1. Percentages of South Carolina Teacher Characteristics Compared to Teachers Nationwide



Differences in Teacher Characteristics Over Time

An examination of state data from 2020–21 to 2022–23 revealed stability in the South Carolina workforce regarding some teacher characteristics (e.g., gender and race/ethnicity). Other characteristics of the workforce changed in minor but steady ways over the last few years (Figure 2).

Figure 2. Trends in South Carolina Teacher Characteristics From 2020–21 to 2022–23



Even minor changes in the workforce warrant close and continuous monitoring for establishing legitimate longitudinal trends. The percentage of teachers earning postbaccalaureate degrees has steadily increased (i.e., from 62.0% in 2020–21 to 63.8% in 2022–23), as has the percentage of alternatively certified teachers in the state. The percentage of internationally certified teachers also continued to increase slowly (i.e., 0.1–0.2% per year). However, the percentage of NBCTs decreased.

Teacher evaluation ratings stayed largely consistent over time. The percentage of teachers earning *Exemplary* SLO ratings went up marginally each year (i.e., from 38.3% to 39.1% to 40.8%), whereas the percentage of teachers earning *Proficient* decreased slightly (i.e., from 49.5% in 2020–21 to 46.8% in 2022–23). There were 12,561 teachers who received ADEPT evaluations in 2022–23. Of the 3,382 teachers who received ADEPT summative ratings, 5.3% scored *Exemplary*, and 92.0% scored *Proficient*. The other 9,179 teachers received formative ratings, with 11.5% getting *Exemplary* ratings and 86.2% getting *Proficient*. These percentages were almost identical to the two previous years.

Average years of teaching experience, which decreased by a year (i.e., from 14.1 to 13.1) from 2020–21 to 2021–22, stayed steady at 13.0 years in 2022–23. This leveling is due in some small part to the return to service of retired teachers. The percentage of retired teachers returning to the classroom has doubled over this three-year period, increasing from 0.7% to 1.4%.

Finally, there is evidence of steady growth of public charter schools in the state, as the annual percentage of teachers in those contexts increased by 0.3–0.4% over the years analyzed.

Relationships Between South Carolina Teacher Characteristics and Published Studies

The teacher workforce in the US has long been predominantly female, and the gender disparity has been growing in recent years (Ingersoll et al., 2018). In 2022–23, the population of female South Carolina teachers (79.9%) was slightly higher than the national average (76.8%). Meanwhile, only 48.9% of students in the state were female (SCDE, 2024). This could be concerning, as Dee (2005) found that student-teacher gender matching was related to higher achievement for both female and male students. However, this finding has not been a consistent outcome in studies. Other researchers have found that gender matching between students and teachers has no effect (e.g., Krieg, 2005) or might even negatively impact students (e.g., Antecol et al., 2015). Hwang and Fitzpatrick (2021) found that having a female teacher can be better than having a male teacher for female and male students alike. Considering these latter findings, the gender disparity of the teacher workforce in the state and the nation may not be particularly informative.

The race/ethnicity disparity in South Carolina may be more noteworthy. The percentage of Black teachers in the state was almost 10% higher than the national average (i.e., 16.3% vs. 6.1%), and the percentage of Hispanic teachers in the state was about 7% lower (i.e., 2.4% vs. 9.4%). It is important to note that South Carolina and the US have different population demographics likely related to these differences. As such, it can be particularly useful to compare the state's teacher population to the state's student population, especially as research continues to support the advantages of student-teacher race/ethnicity matching (e.g., Nguyen & Le, 2023; Redding, 2019). Black teachers represented 16.3% of South Carolina's workforce in 2022–23, whereas Black students made up 31.5% of the pupil population (SCDE, 2024). Similarly, Hispanic teachers made up 2.4% of the workforce, but Hispanic students made up 13.0% of all students (SCDE, 2024). To be clear, this current analysis operates as a broad view and does not truly capture matching between teachers and students. Examining student-teacher matching properly would involve tracking individual teachers, which could be a meaningful step in the analysis of the workforce, especially considering the importance of context (Cho, 2012).

Data for comparing South Carolina teacher characteristics to other states are limited in availability. According to the Southern Regional Educational Board (2023), the percentage of female teachers in South Carolina in 2022–23 was similar to Georgia (i.e., 79.4%) and Tennessee (i.e., 78.4%) but notably higher than North Carolina (i.e., 70.1%). Georgia had a higher percentage of Black teachers (i.e., 28%) than South Carolina, whereas North Carolina had a marginally higher percentage (i.e., 18%), and Tennessee was lower (i.e., 12%). These nearby states had similar percentages of Hispanic teachers as South Carolina (i.e., Georgia, 2.7%; Tennessee, 1.7%; North Carolina, not reported). The number of advanced degrees earned by teachers in South Carolina was marginally lower than in Georgia (i.e., 64.4%) and Tennessee (i.e., 65.1%) but higher than in North Carolina (i.e., 32.8%) (Southern Regional Education Board, 2023).

Longitudinal trends in the South Carolina teacher workforce should also be monitored over the next few years. Research has shown that schools and teachers throughout the nation were affected in many ways by the pandemic (e.g., Bacher-Hicks et al., 2023; Bradshaw et al., 2024). However, it is still unclear whether changes during and immediately following the pandemic represent long-term trends. For example, in this report, we found a small change in average years of experience from 2021–22 to 2022–23, compared to a larger drop the previous year. This may speak to aberrations in the 2020–21 data due to a spike in teacher attrition after the height of the pandemic. In contrast, the ongoing increase in the percentage of alternatively certified teachers in the workforce seems to match longer-term national trends, as states and districts try to increase the pool of teaching candidates (King & Yin, 2022; Tooley, 2023). This pattern is likely to continue as traditional preparatory programs continue to experience declining enrollment (Partelow, 2019).

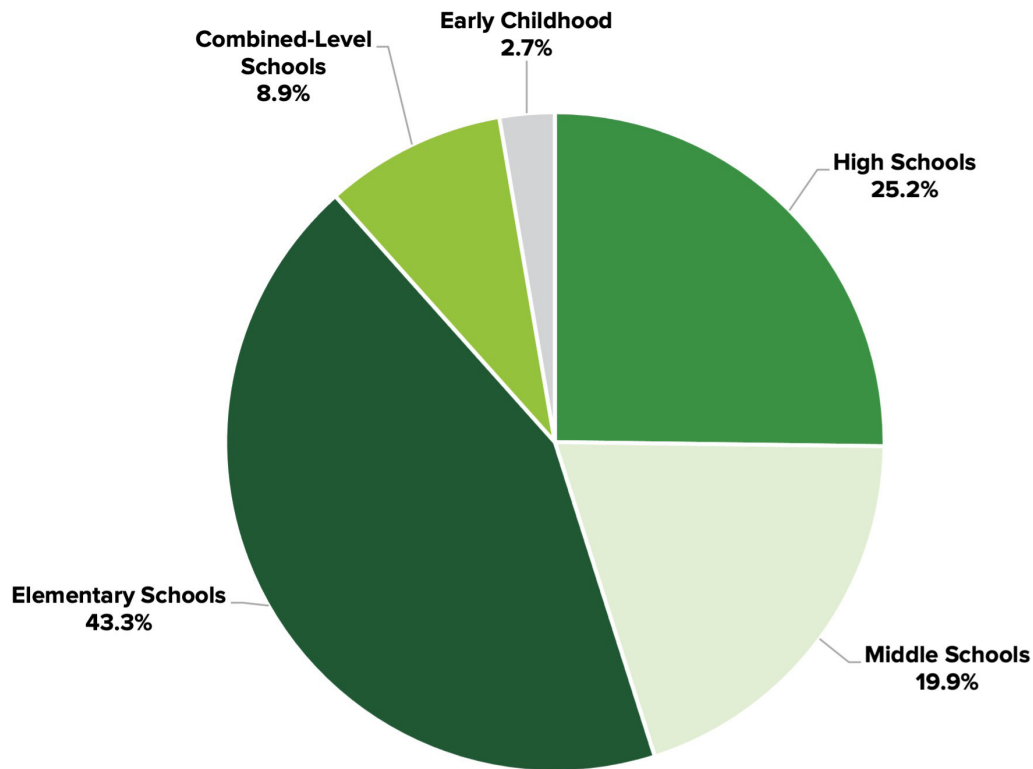
Finally, the increase in the percentage of teachers in charter schools in South Carolina matches national trends and patterns in many other states. Across the nation, the number of charter school teachers was 22% higher in 2020–21 compared to 2017–18 (i.e., 251,000 compared to 206,000) (NCES, 2023b). This mimics the growth in the establishment of charter schools and increasing student enrollment in charter schools across the nation in recent years (Schaeffer, 2024). Analyses of the national population of charter school teachers have revealed some important differences between this subset and traditional school teachers, including higher percentages of Hispanic and Black teachers in charter schools, as well as younger and less experienced teachers (NCES, 2023b). These differences, and the fact that lower percentages of charter school teachers are certified nationwide (NCES, 2023b), indicate the need for deeper within-state analysis of charter school teachers.

+ KEY QUESTION 2:

How do teacher characteristics differ between organizational levels (i.e., elementary, middle, and high school) in South Carolina?

For Key Question 2, South Carolina schools were categorized by organizational level. Figure 3 shows the distribution of teachers across all levels. The greatest number of teachers in the state were employed in elementary schools (i.e., $N = 22,457$), followed by high schools (i.e., $N = 13,105$), and then middle schools (i.e., $N = 10,310$). The distribution of teachers was stable over time.

Figure 3. Percentages of South Carolina Teachers by Organizational Level



For the sake of simplicity, combined-level schools and preschools were left out of the rest of the analysis, which focused on comparisons between elementary, middle, and high school contexts.

Differences in Teacher Characteristics Across Organizational Levels

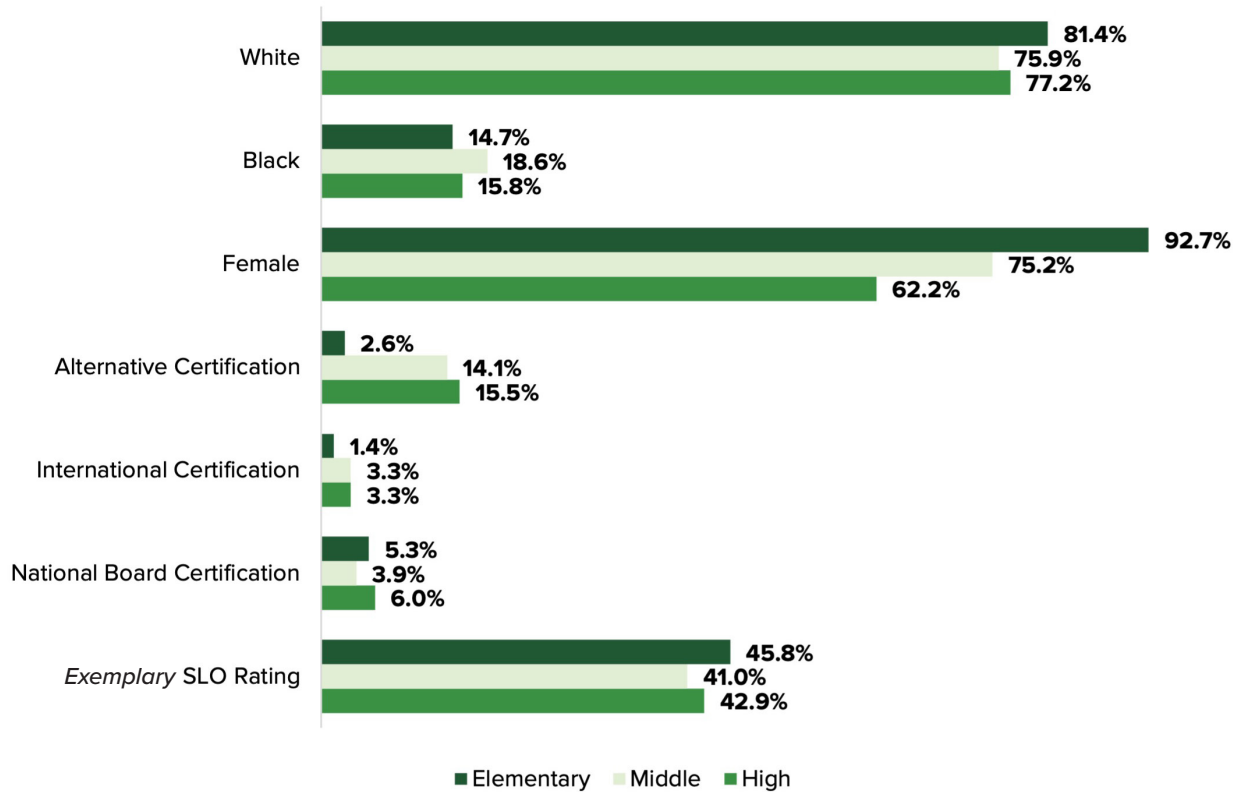
As teacher characteristics were analyzed across school levels, findings revealed differences among the workforce with varying levels of significance, as shown in Figure 4. For instance, elementary school teachers were more likely to be female (i.e., 92.7%) than high school teachers (i.e., 62.2%), a difference with a medium effect size. Middle schools also had a lower percentage of female teachers (75.2%) than elementary schools. This difference and the difference between middle schools and high schools both yielded small effect sizes.

Regarding race/ethnicity, the percentage of White teachers was highest in elementary schools (i.e., 81.4%), and the percentage of Black teachers was highest in middle schools (i.e., 18.6%). However, no comparisons in race/ethnicity across different organization levels yielded even small effect sizes.

Alternatively certified teachers were more likely to work in high schools or middle schools than in elementary schools, and these differences both yielded small effect sizes. Internationally certified teachers were almost two times more likely to work in middle or high schools than in elementary schools, though these differences only yielded negligible effect sizes. Differences in the percentages of NBCTs across school level were not notable, as all effect sizes were negligible.

Teacher evaluation ratings (i.e., percentage scoring *Exemplary* on SLO and ADEPT), educational attainment, and years of experience were similar across organizational levels. No differences in these traits between teachers at different school levels yielded even small effect sizes.

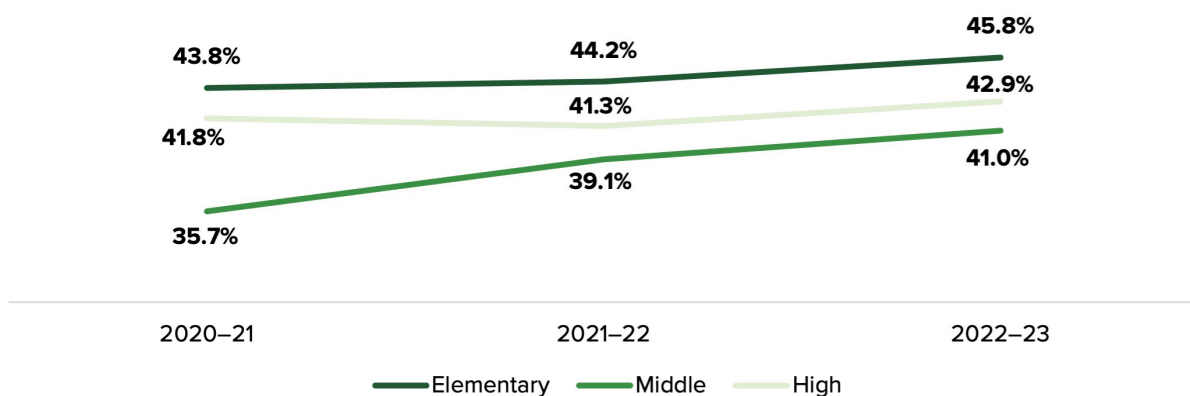
Figure 4. Differences in South Carolina Teacher Characteristics Across Organizational Levels



Differences in Teacher Characteristics by Organizational Level Over Time

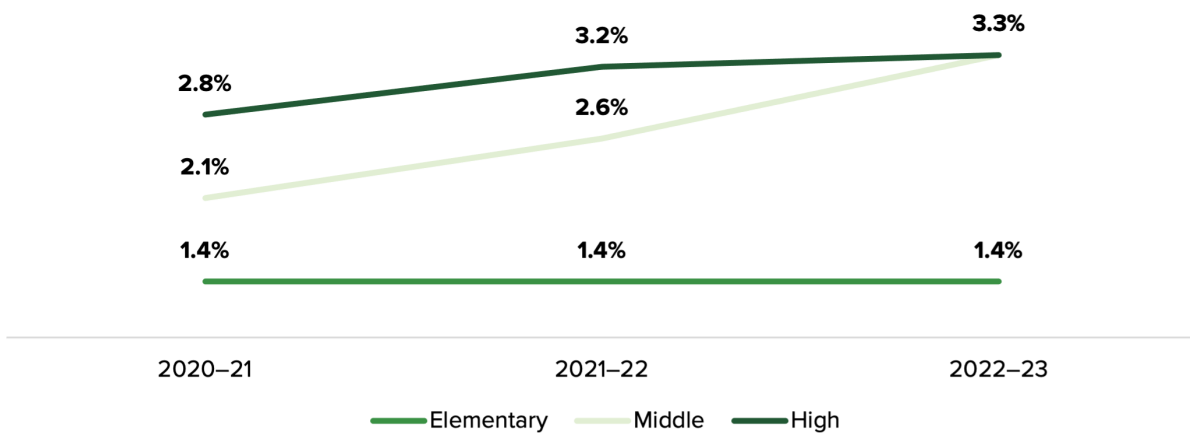
Characteristics of teachers were also examined across school organizational levels longitudinally from 2020–21 to 2022–23. As shown in Figure 5, elementary school teachers were consistently most likely to receive *Exemplary* SLO ratings, whereas middle school teachers were consistently least likely to do so. Teachers across all three contexts were more likely to score *Exemplary* in 2022–23 than in the previous years.

Figure 5. Trends in Percentages of South Carolina Teachers Earning Exemplary SLO Ratings by Organizational Level From 2020–21 to 2022–23



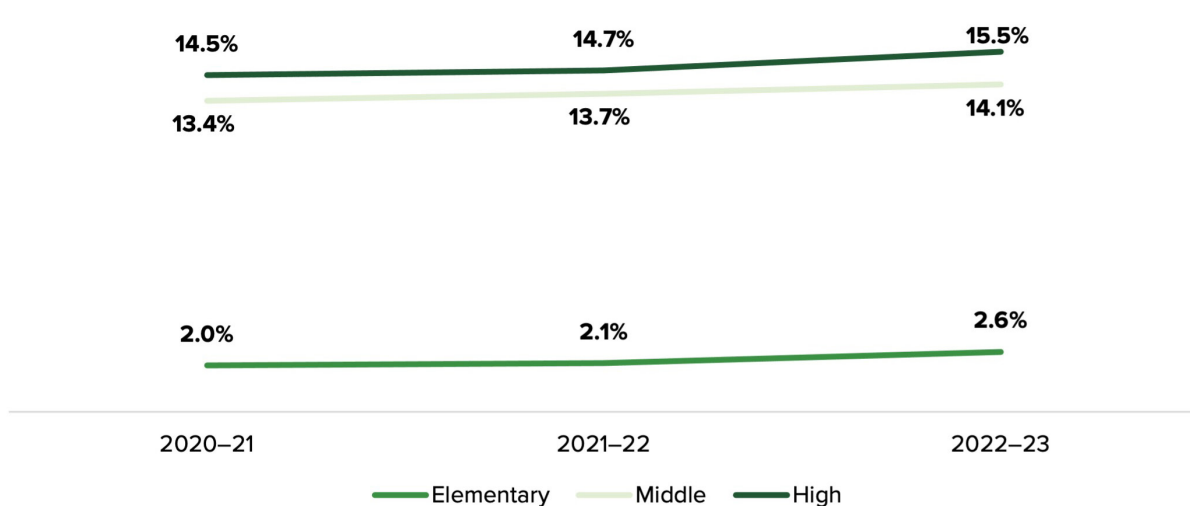
Percentages of internationally certified teachers showed distinct longitudinal trends among school levels (Figure 6). Across the three academic years, the percentage of international teachers in elementary schools remained static (i.e., 1.4%) and the lowest of the three contexts. The percentage of international teachers was the highest in high schools throughout the examined span, though it plateaued at 3.3% from 2021–22 to 2022–23. Middle schools saw a steady increase across all three years and, in 2022–23, reached the same level of internationally certified teachers as high schools (i.e., 3.3%).

Figure 6. Trends in Percentages of South Carolina Teachers With International Certification by Organizational Level From 2020–21 to 2022–23



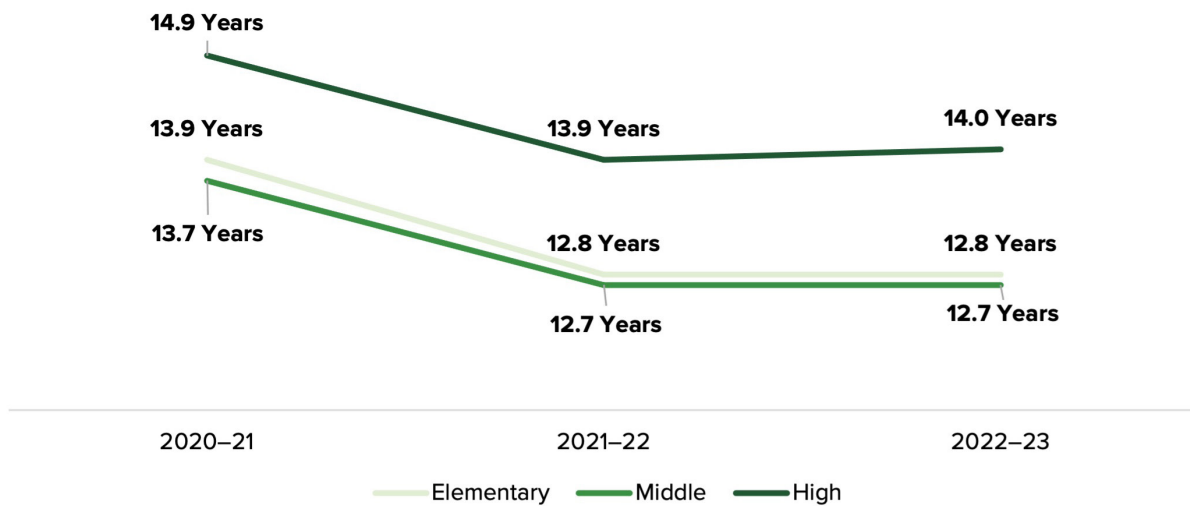
The analysis of longitudinal data for alternatively certified teachers (Figure 7) showed a slow but continual increase across all three organizational levels. Alternatively certified teachers were consistently about six times more likely to be in high school or middle school contexts as compared to elementary schools.

Figure 7. Trends in Percentages of South Carolina Teachers With Alternative Certification by Organizational Level From 2020–21 to 2022–23



Examining the average years of teaching experience across school levels revealed similar trends for elementary and middle schools (as shown in Figure 8). Both started at just under an average of 14 years of experience in 2020–21, dropped by about one year in 2021–22, and remained unchanged in 2022–23. High school teachers had a similar trend overall but started close to an average of 15 years in 2020–21 before the one-year drop.

Figure 8. Trends in Average Years of Teaching Experience for South Carolina Teachers by Organizational Level From 2020–21 to 2022–23



Relationships Between South Carolina Teacher Characteristics by Organizational Level and Published Studies

There is a lack of readily available data from other states regarding teacher characteristics across organizational levels. There are, however, some relevant national data from the 2020–21 academic year available through NCES (Taie & Lewis, 2022). Other longitudinal, national data from NCES comes from earlier years (e.g., 2011–12, 2017–18), falling outside the time frame being considered in this report. Therefore, the following comparison to national statistics includes only the most recent data.

Across organizational levels, national data show a similar gender distribution in the teacher workforce as that seen in South Carolina. Across the nation, elementary school teachers were more likely to be female (89.5%), followed by middle school teachers (72.4%), and finally high school educators (59.8%) (Taie & Lewis, 2022). The percentage of White teachers nationwide was close to 80% at all three organizational levels (Taie & Lewis, 2022), which largely paralleled South Carolina’s distribution. According to the national data, Black teachers were equally likely to work in middle schools and high schools (i.e., 6.3%) and slightly less likely to be elementary teachers (i.e., 6.0%) (Taie & Lewis, 2022). This deviates from South Carolina’s workforce, where Black teachers were more likely to work in middle schools than in high or elementary schools, as well as more likely to work in high schools than in elementary schools.

Similar to South Carolina, high school teachers nationwide were likely to have more years of experience (i.e., 14.8 years) than middle school and elementary school teachers, who had an identical average (i.e., 14.3 years) (Taie & Lewis, 2022). It is possible that this national data regarding years of experience may be somewhat misleading, as that year (i.e., 2020–21) saw relatively low teacher turnover due to the pandemic (Rosenberg & Anderson, 2021). The dip in average years of experience in South Carolina from 2020–21 to 2021–22 in all three organizational levels likely results, at least in part, from an increase in teacher attrition after the pandemic, as seen in other studies (e.g., Bacher-Hicks et al., 2023; Bastian & Fuller, 2022; Camp et al., 2023; Katz & Miller, 2023). The leveling of this variable from 2021–22 to 2022–23 is an additional sign that this heightened attrition in South Carolina did not represent a long-term pattern (see Cartiff et al., 2024).

+ KEY QUESTION 3:

How do teacher characteristics compare among city, suburb, town, and rural schools in South Carolina?

For Key Question 3, South Carolina schools were categorized by geographical locale using the location codes provided by NCES to represent a city, suburb, town, or rural setting. After dividing teachers into these four categories based on their work location, the percentages of teachers were compared by characteristics.

Most teachers in South Carolina work in suburban ($N = 19,375$; 36.5%) or rural ($N = 18,829$; 35.5%) school settings. Fewer teachers work in city ($N = 9,569$; 18.0%) or town ($N = 5,302$; 10.0%) school settings. Percentage differences in teachers' characteristics were analyzed by locale.

Differences in Teacher Characteristics Across Geographic Locales

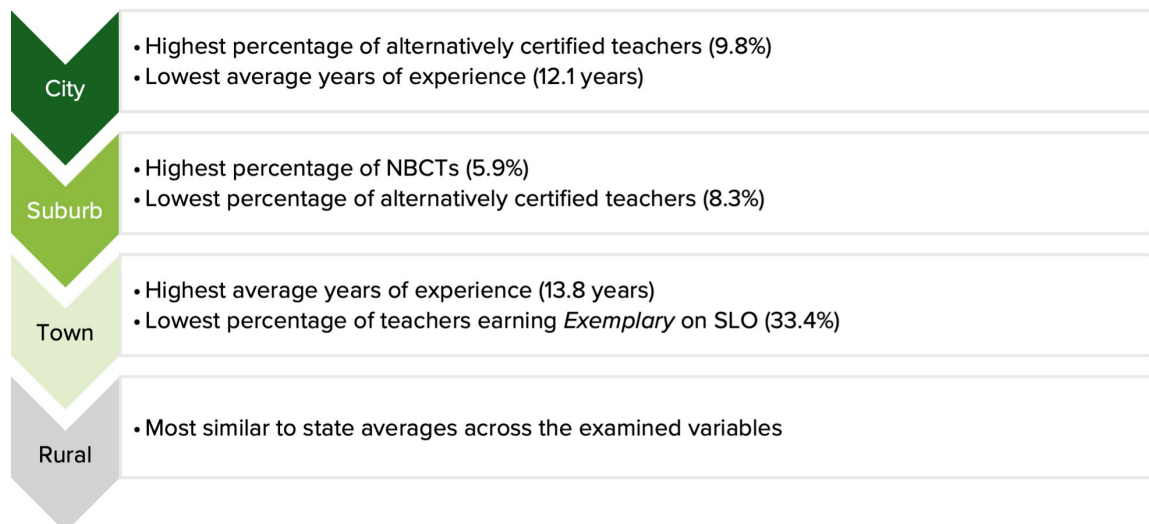
There were statistically significant differences in gender and race/ethnicity demographics across school locales, though the magnitudes of these differences met only the threshold for a small effect size. Some of the most notable differences among schools in different locales are shown in Figure 9.

Across geographic locales in South Carolina, suburban schools were the most distinct. The teaching workforce at these schools was the least diverse, with the lowest percentage of Black teachers (i.e., 12.2%) and the highest percentage of White teachers (i.e., 82.6%). They also had the lowest percentage of alternatively certified (i.e., 8.3%) and internationally certified teachers (i.e., 1.3%) and the highest percentage of NBCTs (i.e., 5.9%). Additionally, suburban school teachers were more likely to have postbaccalaureate degrees and receive *Exemplary* ratings on ADEPT and SLO evaluations.

Contributing to their particularly distinctive context, suburban schools were involved in the only pairwise comparisons with a small effect size. (All others were negligible or insignificant.) Suburban schools had a notably higher percentage of White teachers and a lower percentage of Black teachers than city or town schools. They also had a notably lower percentage of internationally certified teachers than town schools (1.3% vs 4.8%). Lastly, the percentage of suburban teachers receiving *Exemplary* on SLO evaluations (51.4%) was higher than that of teachers in city (40.8%), town (33.4%), and rural contexts (39.2%). All of these differences yielded small effect sizes.

Across other locale contexts, comparisons of teacher characteristics did not indicate meaningful differences (i.e., none reached the magnitude of a small effect size). Teachers at rural schools were the group that most closely matched statewide averages for each teacher characteristic, though this is partially attributable to rural teachers making up the second largest group of teachers in the state.

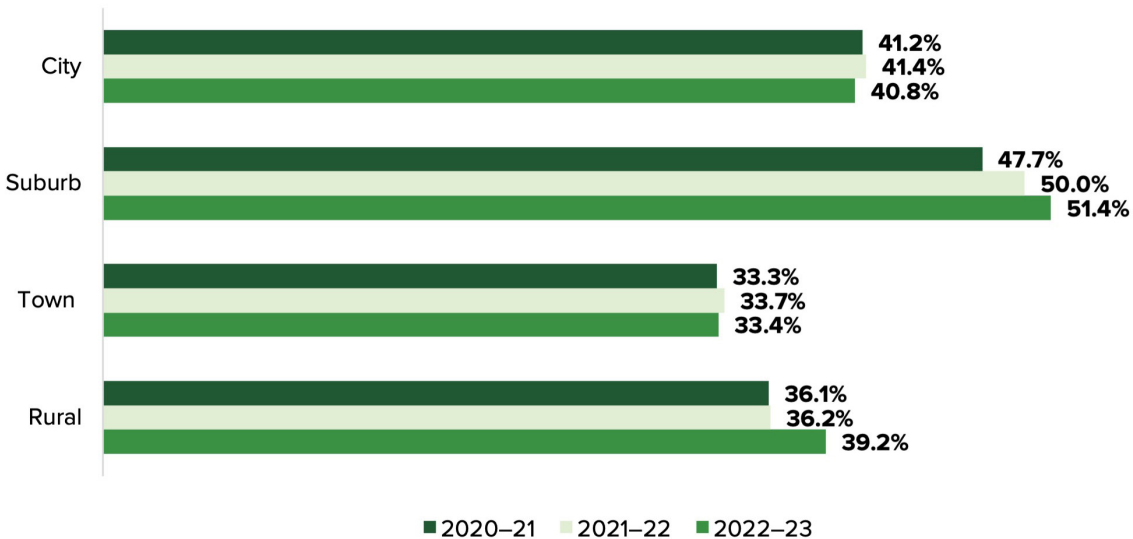
Figure 9. Differences in South Carolina Teacher Characteristics Across Geographic Locales



Differences in Teacher Characteristics by Geographic Locale Over Time

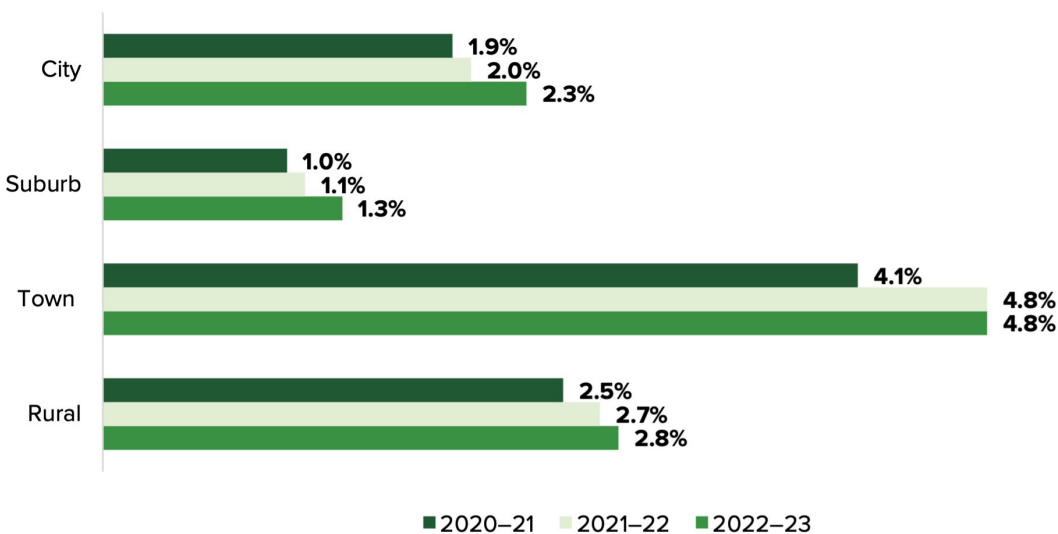
As shown in Figure 10, the percentages of teachers earning an *Exemplary* SLO evaluation stayed relatively consistent across all four locales over the three years examined. Suburban and rural schools had increased from 2021–22 to 2022–23, with suburban teachers that earned *Exemplary* rising by 1.4% (i.e., from 50.0% to 51.4%) and rural teachers increasing by 3.0% (i.e., from 36.2% to 39.2%). Teachers in town contexts had the lowest percentages of *Exemplary* evaluations throughout the time span, while suburban schools had the highest percentages of teachers with this rating each year.

Figure 10. Trends in Percentages of South Carolina Teachers Earning Exemplary SLO Ratings Across Geographic Locale From 2020–21 to 2022–23



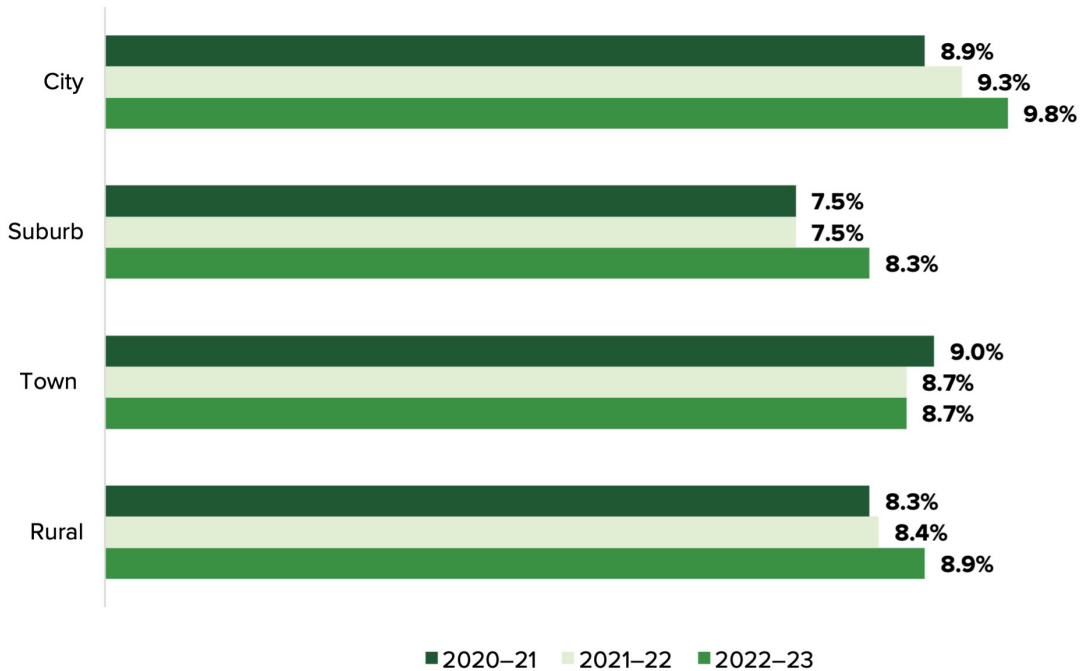
Percentages of internationally certified teachers increased in city, suburban, and rural schools over time (Figure 11) to a small degree. In town schools, the percentage of international teachers was stable from 2021–22 to 2022–23. However, international teachers were still more likely to be employed in town schools than in the other three locales.

Figure 11. Trends in Percentages of South Carolina Teachers With International Certification Across Geographic Locale From 2020–21 to 2022–23



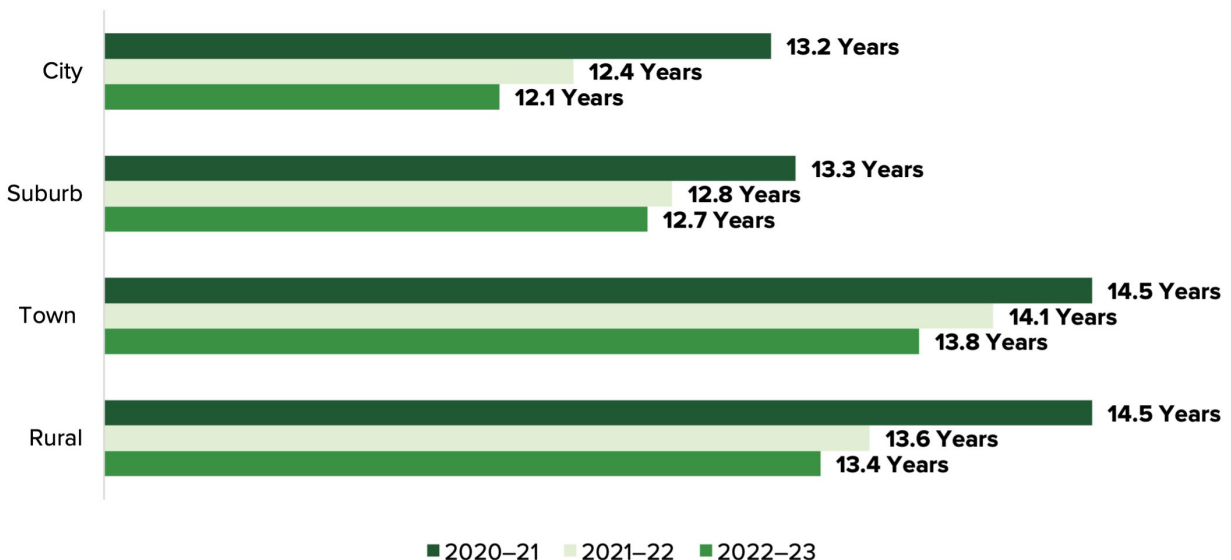
The percentage of teachers with alternative certification stayed the same in town schools from 2021–22 to 2022–23 but increased in all three other geographic contexts (Figure 12). Almost 10% of city school teachers were alternatively certified in 2022–23. Most notably, the percentage of alternatively certified teachers in suburban schools jumped 0.8% from 7.5% in 2021–22 to 8.3% in 2022–23.

Figure 12. Trends in Percentages of South Carolina Teachers With Alternative Certification Across Geographic Locale From 2020–21 to 2022–23



As shown in Figure 13, the average number of years of experience for South Carolina teachers decreased for all school locales over the three-year span examined. However, the declines from 2021–22 to 2022–23 were smaller than the previous year. Teachers in town and rural schools tended to have greater teaching experience than educators in city or suburban schools during all years examined.

Figure 13. Trends in Average Years of Teaching Experience for South Carolina Teachers Across Geographic Locale From 2020–21 to 2022–23



Previous SC TEACHER reports have also found important differences in other aspects of teachers across locales. For example, Starrett, Dmitrieva et al. (2023) reported on teachers' perceptions of their working conditions and found that town school teachers indicated greater concerns about student behavior than their rural counterparts. This nuanced finding speaks to the continued importance of monitoring educator attributes and characteristics that seem to vary by location over time.

Relationships Between South Carolina Teacher Characteristics by Geographic Locale and Published Studies

Much of the research on teacher characteristics across school locale largely focuses on comparisons between urban and rural schools (e.g., Schaeffer, 2021), which may overlook important nuances. The need for data across all four contexts is important, especially considering consistent findings that teachers tend to work close to where they grew up or graduated high school (Edwards et al., 2024; Reininger, 2012), a choice that may disproportionately affect schools in certain locales (Boyd et al., 2005).

The national data indicate that city schools employ the highest percentage of Black teachers (9.2%) (Taie & Lewis, 2022), whereas in South Carolina, that was true of town schools. The percentage of female teachers across locales nationwide is lowest in city schools (i.e., 75.4%) but overall does not vary much by location (Taie & Lewis, 2022), similar to state findings. Across the country, teachers in city schools had the smallest average years of teaching in 2020–21 (i.e., 13.8), followed by rural school teachers (14.5). Town and suburban school educators had the most experience (i.e., 14.9) (Taie & Lewis, 2022). In South Carolina, city school teachers also had the least experience (12.1 years), and town school teachers had the most (13.8 years), but suburban schools had the second lowest average (12.7 years).

In both the state and nationwide, the highest percentage of teachers with advanced degrees was in suburban schools (64.6% in South Carolina; 65.6% in the US) (Taie & Lewis, 2022). Rural, town, and city percentages in the state were all around 60%, whereas across the nation, city schools had the second highest percentage (i.e., 62.3%), followed by town (i.e., 54.9%) and rural schools (i.e., 54.5%) (Taie & Lewis, 2022).

Ultimately, comparisons between school locale data in the state and the rest of the country need to be made with caution. Looking at state data versus national data may help reveal some important trends happening both locally and nationally. However, scholars (e.g., Showalter et al., 2023) have noted importantly that state circumstances (e.g., South Carolina rural schools) can deviate greatly from other states (e.g., Wyoming rural schools) and from the country viewed in totality.

+ KEY QUESTION 4:

How do teacher characteristics compare among South Carolina schools with different levels of student poverty?

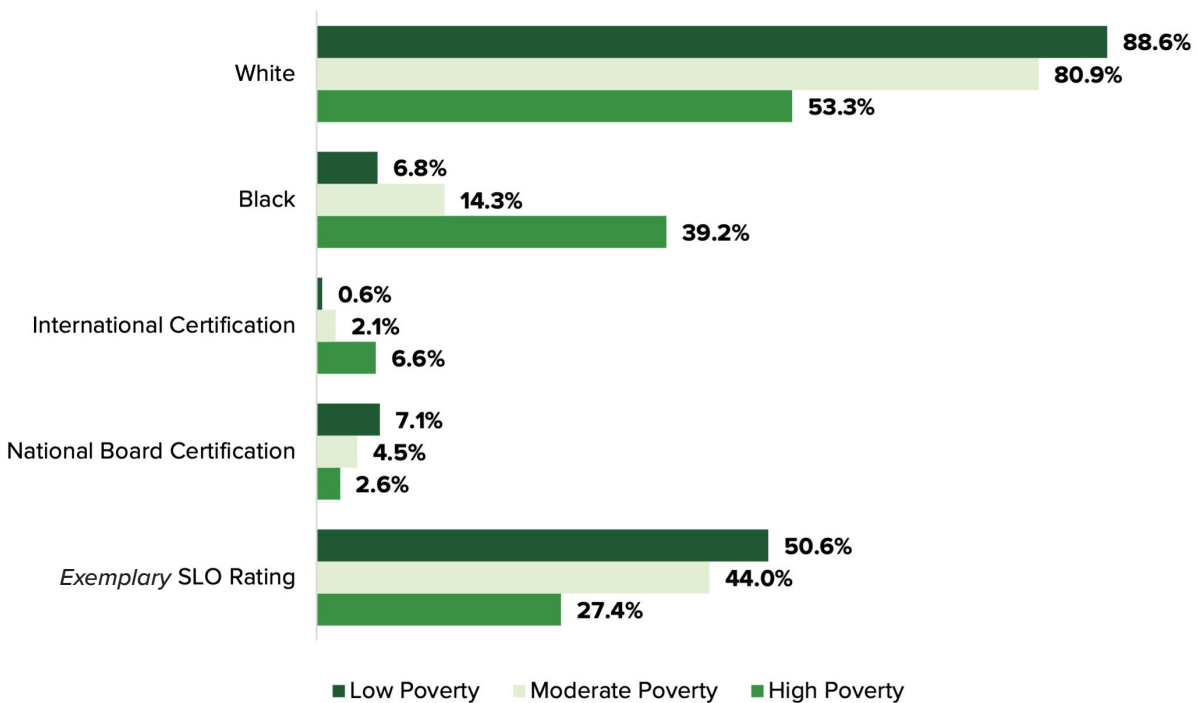
For Key Question 4, South Carolina schools were categorized by the number of students living in poverty, using SCDE's pupils-in-poverty (PIP) index. Schools in the highest 25% of the state's PIP ratings were considered high-poverty schools. Schools in the lowest quartile were marked as low-poverty schools. Schools falling between these two quartiles, the middle 50% of PIP ratings, were categorized as moderate-poverty schools.

Having divided schools into the three poverty levels, teacher characteristics were compared across categories. Distinctions among poverty levels were analyzed to determine if any variations were significantly different and met a meaningful effect size threshold. Overall, there were fewer teachers in high-poverty schools ($N = 8,859$) compared to in low-poverty schools ($N = 16,218$) in 2022–23. This may indicate that high-poverty schools tend to be smaller and employ fewer teachers.

Differences in Teacher Characteristics Across School Poverty Levels

Teacher variables were compared across these three school poverty levels. Differences in gender, alternative certification, degree attainment, *Exemplary* ADEPT ratings, and years of experience all failed to yield even small effect sizes. The characteristics that were notably different across poverty contexts are shown in Figure 14.

Figure 14. Differences in South Carolina Teacher Characteristics Across School Poverty Levels



The percentage of teachers earning *Exemplary* ratings on SLO evaluations was smallest in high-poverty contexts (27.4%) and largest in low-poverty contexts (50.6%), which yielded a small effect size. The difference between high-poverty schools and moderate-poverty schools (44.0%) also yielded a small effect size. Regarding certification, teachers in high-poverty schools were more likely to have international certification. The differences among percentages of internationally certified teachers in these high-poverty contexts (6.6%) and those in moderate- (2.1%) and low-poverty contexts (0.6%) met the small effect size threshold.

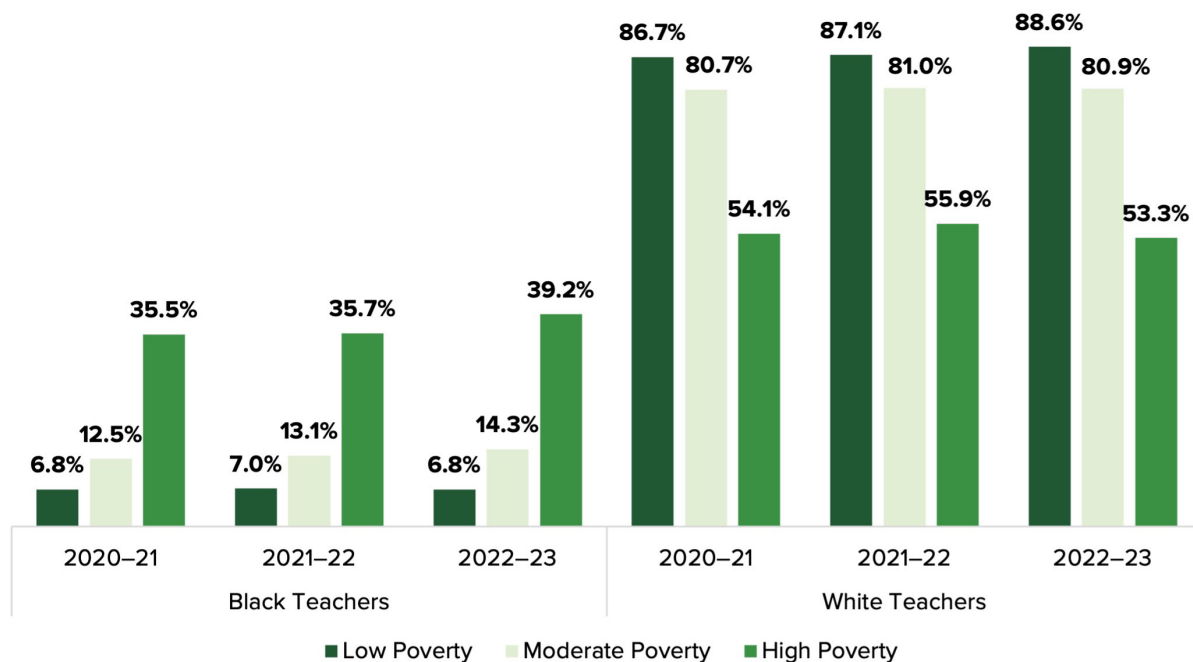
Comparisons across race/ethnicity were most pronounced across poverty levels. The percentage of Black teachers was significantly higher in high-poverty schools (39.2%) compared to low-poverty schools (6.8%), with a large effect size. Similarly, the percentage of White teachers differed greatly between high-poverty (53.3%) and low-poverty schools (88.6%), also with a large effect size. The percentage of Black teachers in high-poverty schools was notably higher than in moderate-poverty schools (14.3%), yielding a medium effect size, while the percentage of White teachers in moderate-poverty schools (80.9%) was significantly greater than in high-poverty schools, also yielding a medium effect size. Finally, the differences between percentages of Black and White teachers in moderate-poverty versus low-poverty schools were smaller, meeting the small effect size threshold.

Differences in Teacher Characteristics by School Poverty Level Over Time

It is important to monitor differences in teacher characteristics across school poverty contexts over time, as detecting longitudinal trends in these contexts can be paramount in identifying and addressing issues that may lead to increasing inequities.

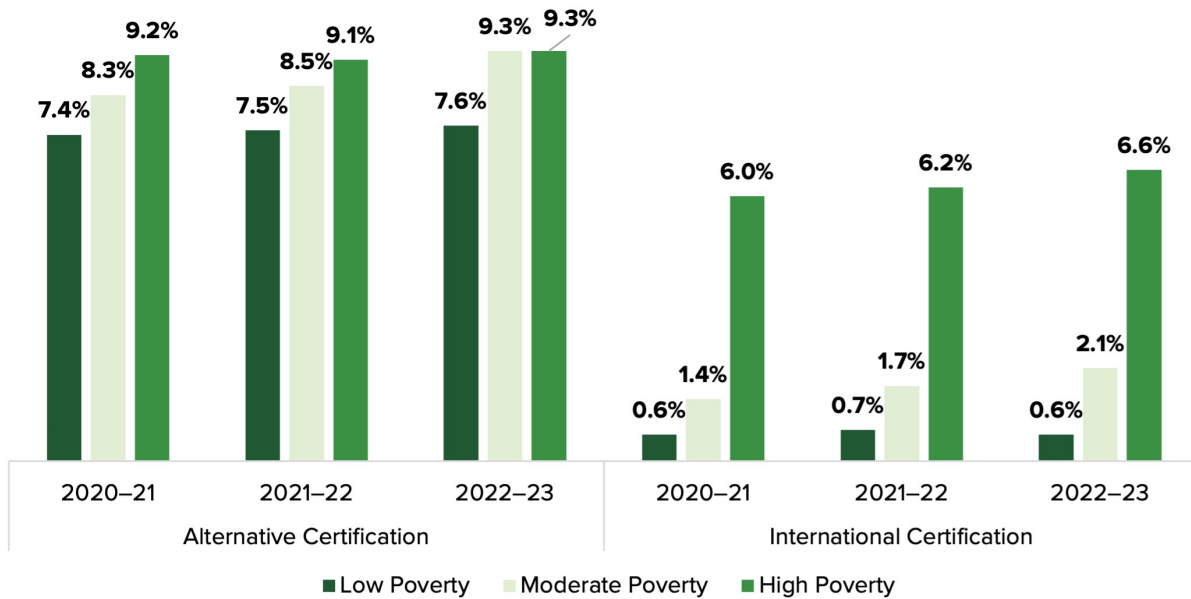
Race/ethnicity differences across school poverty contexts did not change greatly over the three years from 2020–21 to 2022–23 (Figure 15), but they did widen slightly in the past year as the percentage of Black teachers in high-poverty schools increased and the percentage of White teachers decreased.

Figure 15. Trends in Percentages of White and Black Teachers in South Carolina Across School Poverty Levels From 2020–21 to 2022–23



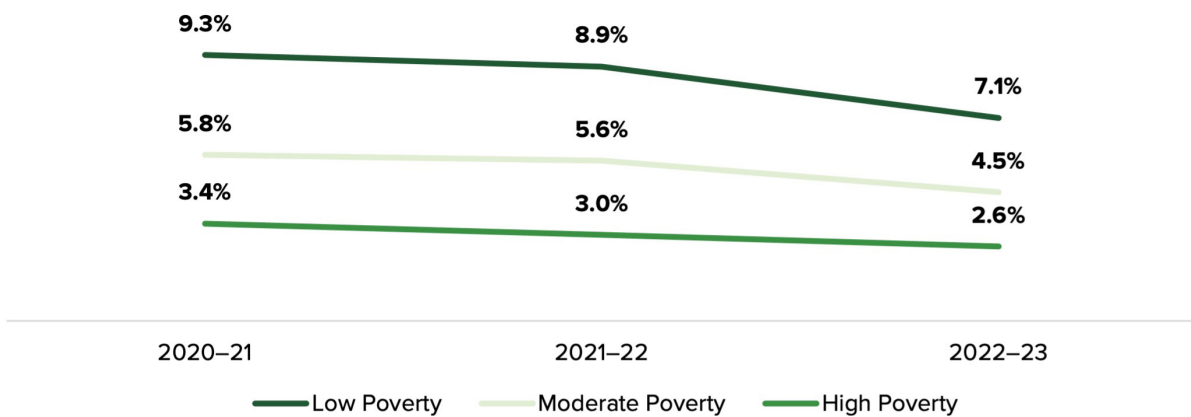
The distributions of internationally certified and alternatively certified teachers across school poverty contexts also did not change noticeably from 2020–21 to 2022–23 (Figure 16). High-poverty schools consistently had the highest percentage of both groups of these teachers throughout the examined span. This may indicate that high-poverty schools have been hiring teachers from nontraditional pathways as a way to address heightened teacher attrition in these contexts (see Cartiff et al., 2024).

Figure 16. Trends in Percentages of Internationally Certified and Alternatively Certified Teachers in South Carolina Across School Poverty Levels From 2020–21 to 2022–23



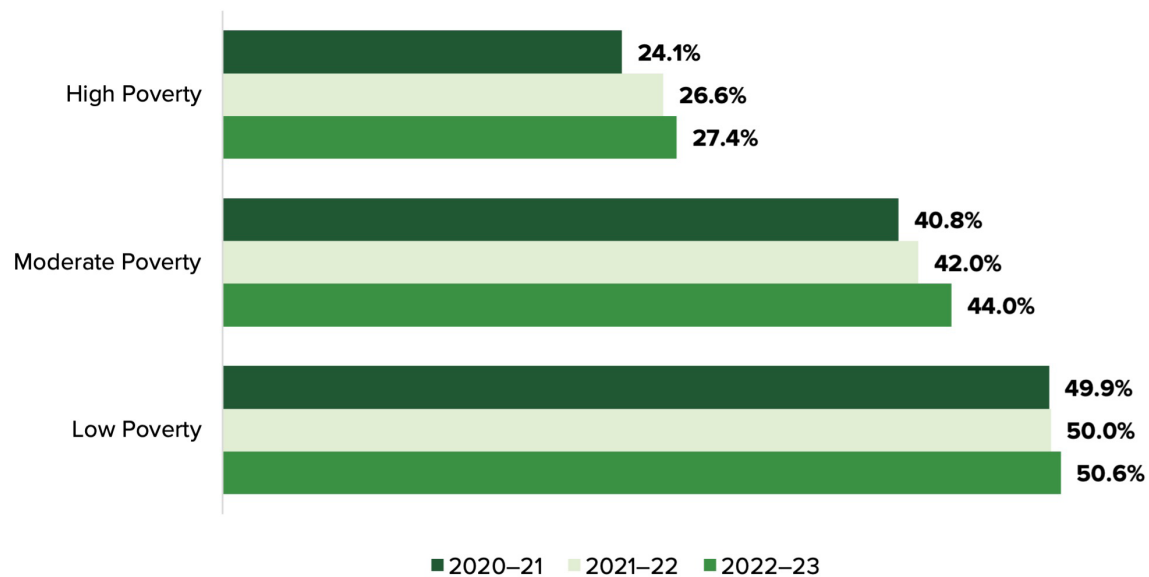
Percentages of NBCTs in South Carolina declined over recent years across all three poverty contexts (Figure 17). Throughout the time span examined, low-poverty schools consistently had the highest percentage of NBCTs, and high-poverty schools had the lowest.

Figure 17. Trends in Percentages of National Board Certified Teachers in South Carolina Across School Poverty Levels From 2020–21 to 2022–23



In recent years, percentages of teachers earning *Exemplary* SLO ratings across all three poverty contexts rose consistently over the time span examined. However, the percentage of teachers in low-poverty schools receiving this rating was nearly double that of teachers in high-poverty schools throughout the period.

Figure 18. Trends in Percentages of South Carolina Teachers Earning Exemplary SLO Ratings Across School Poverty Levels From 2020–21 to 2022–23



Relationships Between South Carolina Teacher Characteristics by School Poverty Level and Published Studies

Though we did not find large differences in the years of teaching experience across poverty contexts in South Carolina, national data did indicate a similar pattern of high-poverty schools having teachers with less experience than lower-poverty schools (Taie & Lewis, 2022). These data from the NCES are based on a different metric for poverty than the one used in this report, but the pattern is still noteworthy. Furthermore, there has been evidence that high-poverty schools typically have a higher percentage of beginning teachers (Gagnon & Mattingly, 2012; Taie & Lewis, 2022). That specific relationship was not analyzed in this South Carolina teacher workforce profile but may warrant deeper examination in the future.

NCES data (2023c) also indicate that high-poverty schools in the country employ a higher percentage of alternatively certified teachers, similar to the pattern found in South Carolina (although it should be noted that the latest reported national data on this relationship were from 2015–16). More recent national data also mirrored state data, with higher-poverty schools having a lower percentage of teachers with advanced degrees (Taie & Lewis, 2022). The relationship with the largest statistical significance in South Carolina—differences between percentages of teachers by race/ethnicity across poverty levels—also paralleled available national data (Taie & Lewis, 2022).

A growing body of research highlights the potential for bias in teacher evaluations within high-poverty schools, driven by systemic inequities and resource limitations. Teachers in these schools often encounter more significant challenges, such as larger class sizes, limited access to instructional materials, and students with greater needs, all of which can negatively impact student performance and, consequently, teacher evaluations (Kraft & Gilmour, 2017; Raudenbush, 2015). Several studies have shown that teachers in high-poverty schools tend to receive lower evaluation scores compared to those in more affluent schools, even after accounting for teacher effectiveness (Darling-Hammond, 2015). This disparity is often linked to the additional challenges faced by teachers in these environments, which are not always fully considered in evaluation systems. As a result, there is concern that teacher evaluations in high-poverty schools may unfairly penalize teachers for factors beyond their control, leading to potential bias in performance assessments (Papay, 2012).

+ FINDINGS AND DISCUSSION

In this report, analyses focused on ten variables within the South Carolina teacher workforce. We studied variables related to gender and race/ethnicity, as well as data related to certification, training, teaching experience, and evaluation ratings. Specifically, we examined percentages of female teachers, Black teachers, White teachers, alternatively certified teachers, internationally certified teachers, NBCTs, and teachers with a master's degree or higher. We also examined the mean number of years of teaching experience and the percentage of teachers who scored *Exemplary* on SLO and ADEPT summative evaluations. Lastly, we conducted a simple comparison of the number of teachers in traditional public schools and charter schools in the state.

We compared these data to national data and findings from other studies and states when available. The results presented in this report were largely consistent with national findings. However, South Carolina teachers had fewer years of teaching experience than educators throughout the United States.

South Carolina had a higher percentage of Black teachers and a lower percentage of Hispanic teachers than the country as a whole. Both percentages of Black and Hispanic educators were lower than the percentages of Black and Hispanic students in the state. This matches national data, showing that public school teachers in the country tend to be less racially and ethnically diverse than their students (Schaeffer, 2021). Longitudinal data analysis indicated that the percentage of teachers in the state employed in charter schools has been growing in recent years, a trend mirrored in many other states and throughout the nation.

Throughout this research, we also conducted additional comparisons of variables across contexts, including school organizational level, geographic locale, and school poverty level. Across organizational levels, the most notable difference was that there were higher percentages of alternatively certified teachers serving in middle and high schools than in elementary schools. The only differences between levels that met effect size thresholds were related to gender. There were greater percentages of female teachers in elementary schools than in the other two contexts and a higher percentage of female teachers in middle schools than in high schools.

In comparing state teachers across geographic locales, we found few notable differences in teacher characteristics. Rural schools were most similar to state averages, and suburban schools were the most distinct. Suburban schools had a notably lower percentage of Black teachers and a notably higher percentage of White teachers than city or town schools. Town schools had a higher percentage of internationally certified teachers than suburban schools. Higher percentages of suburban school teachers earned *Exemplary* ratings on SLOs than teachers in all three other locale contexts.

In examining differences across poverty levels, high-poverty schools had a notably higher percentage of Black teachers and a lower percentage of White teachers than low-poverty and moderate-poverty schools. High-poverty schools were the most likely to employ internationally certified teachers. High-poverty schools also had notably lower percentages of teachers earning *Exemplary* SLO ratings compared to other contexts. Finally, low-poverty schools were more likely to employ NBCTs than high-poverty contexts.

It is important to note that the relatively small number of differences presented in this report across contexts should not be viewed in isolation. Other SC TEACHER reports have presented differences in retention rates (Cartiff et al., 2024) and in teachers' perceptions of their working conditions (Starrett, Barth et al., 2023; Starrett, Dmitrieva et al., 2023) across these same state contexts. These reports, along with other available data and ongoing research, should be used in conjunction to build a more complete picture of the teacher workforce in the state.

In conclusion, the analysis of South Carolina's teacher workforce for the 2022–23 school year reveals a complex landscape with significant differences in teacher characteristics across various contexts, such as organizational levels, geographic locales, and school poverty levels. While the state's demographics generally align with national trends, unique challenges—particularly in high-poverty schools—underscore the need for ongoing monitoring and nuanced policy approaches to support educators and address disparities across different school contexts.

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+ APPENDIX: DETAILED TECHNICAL ANALYSIS REPORT

This appendix details the research study and data analysis from a statistical perspective. All relevant hypothesis tests, tests of assumptions, and measures of results are described herein.

Data Sources

The findings presented in this report are based on the analysis of 54,106 teachers employed by South Carolina public school districts during the 2022–23 academic year. The data analyzed came from four sources. Individual-level data for PK–12 teacher positions were provided by the South Carolina Department of Education (SCDE), as were aggregate contract-level data. Data related to district and school level were obtained from the 2022–23 South Carolina School Report Cards, except for school locale, which came from the National Center for Education Statistics (NCES). Data collected from all four sources were merged before analysis. For longitudinal analysis, data from the 2020–21 and 2021–22 academic years were treated similarly.

The latest national summary of teacher characteristics and trends from the NCES was for the 2020–21 school year. These came from Taie and Lewis (2022) unless otherwise noted.

Variables

The analysis used variables at the individual and school levels. Individual-level variables in the analysis included assigned teaching position, gender, race/ethnicity, highest educational degree achieved, certification (i.e., alternative, international, or National Board), years of experience, and overall evaluation rating for teachers (i.e., summative ADEPT and SLO). School-level data included organizational level (i.e., elementary, middle, and high), geographic locale (i.e., city, suburban, town, and rural), and school poverty level.

School poverty level was based on each school's percentage of pupils-in-poverty (PIP). This continuous variable was used to construct a three-level categorical variable. High-poverty schools were designated as those in the highest quartile (i.e., top 25%) of PIP of all public schools in the state in 2022–23. These were the schools where the percentage of pupils-in-poverty exceeded 82.7%. Schools in the lowest quartile (i.e., bottom 25%) of PIP, where the percentage of pupils-in-poverty was lower than 53.8%, were classified as low poverty. Schools in the middle two quartiles (i.e., 25–75%) were categorized as moderate poverty.

Updated geographic locale designations for schools were obtained from public records provided by the NCES (US Department of Education, 2023). These codes are based on population density and proximity to an urban area (i.e., city) or an urbanized cluster (i.e., town).

Data Analysis

Separate analyses were conducted to compare teacher demographic variables across organizational levels (i.e., elementary, middle, and high), geographic locales (i.e., city, suburban, town, and rural), and school poverty levels (i.e., low, moderate, and high). Chi-square tests of homogeneity were used to determine if there was an overall difference in percentages across locations or poverty levels, with an alpha of .05 used as the basis for a significant difference with the global hypothesis test. After examination of the omnibus test, if an overall difference in the percentages was found, individual tests comparing percentages within all possible group pairings for the variable were conducted. For example, when considering the percentage of teachers who achieved an *Exemplary* rating in their SLO evaluation, teachers achieving *Exemplary* in city schools were used as the reference group, with which to compare teachers achieving an *Exemplary* rating from suburban schools, town schools, and rural schools. Next, teachers achieving an *Exemplary* rating in suburban schools were compared to city, town, and rural teachers, and so on. Sequentially changing the reference group allowed each characteristic combination to be considered as the baseline for comparison. The Holm-Bonferroni method was used to adjust the *p*-values of these pairwise comparisons so that false significant inferences could be avoided. For the variable regarding number of years teaching at the current school, the means were compared across organizational level, geographic locale, and poverty using an ANOVA omnibus test, followed by all possible pairwise comparisons in the same fashion noted above. When the homogeneity of variance assumption was not satisfied, we conducted Welch's one-way ANOVA and used Games-Howell post hoc tests for pairwise comparisons.

Lastly, an effect size for all statistically significant comparisons was computed using Cohen’s *d* (difference in means) or Cohen’s *h* (difference in percentages), as appropriate. According to Cohen (1988), effect size values of 0.2 are considered small differences, 0.5 are medium, and values of 0.8 or higher are large. As we used the entire population of teachers in South Carolina (i.e., census) and did not infer to a wider population of teachers, we emphasized differences that had at least a small effect size (i.e., greater than or equal to 0.5), rather than focusing on differences that were statistically significant but negligible in size.

Teacher Data

For the 54,106 South Carolina teachers included in this study, position assignments for the 2022–23 academic year were categorized as regular classroom teachers (grades 1–12), prekindergarten, kindergarten, special education (self-contained, resource, or itinerant), and retired. As shown in Table A1, a large majority of the teachers were classified as classroom teachers. When combined, the count of special education teachers was the next largest.

Table A1. *Teaching Positions by Number of South Carolina Teachers Over Time*

Teaching position	2020–21	2021–22	2022–23
Classroom teacher	43,319	44,063	44,014
Special education (resource)	3,100	3,093	3,088
Special education (self-contained)	2,658	2,497	2,562
Kindergarten	2,546	2,532	2,482
Prekindergarten	1,174	1,149	1,172
Retired	365	645	737
Special education (itinerant)	160	190	198
Total	53,322^a	54,169^a	54,253^a

^aTotals are greater than the numbers of teachers for each year because some teachers held multiple positions.

The percentages of teachers by position are shown in Table A2 to make longitudinal comparisons clearer. The relative percentages of teachers in different positions have been largely stable over the last several years. The most notable trend has been the increase in retired teachers returning to the classroom over this span (i.e., from 0.7% of teachers in 2020–21 to 1.4% of teachers in 2022–23).

Table A2. *Teaching Positions by Percentage of South Carolina Teachers Over Time*

Teaching position	2020–21 percentage	2021–22 percentage	2022–23 percentage
Classroom teacher	81.2	81.3	81.1
Special education (resource)	5.8	5.7	5.7
Special education (self-contained)	5.0	4.6	4.7
Kindergarten	4.8	4.7	4.6
Prekindergarten	2.2	2.1	2.2
Retired	0.7	1.2	1.4
Special education (itinerant)	0.3	0.4	0.4
Total	100.0	100.0	100.0

Teacher Demographic Data

We compared the demographic characteristics of the South Carolina teacher population to the greater population of teachers in the United States (Table A3). For this comparison, the latest available data on the national teacher population from the 2020–21 school year were obtained from NCES reporting (Taie & Lewis, 2022).

The majority (78.5%) of South Carolina teachers in the 2022–23 school year were White, 16.3% were Black, 2.4% were Hispanic, and less than 3% of the teachers were of other racial/ethnic backgrounds. In comparison with national data, South Carolina had a higher percentage of Black teachers (16.3% statewide vs. 6.1% nationwide), a lower percentage of Hispanic teachers (2.4% vs. 9.4%), and a similar percentage of White teachers (78.5% vs. 79.9%). Considering gender, about 80% of South Carolina teachers were female and 20% were male in the 2022–23 school year. Nationally, approximately 77% of teachers were female, meaning the South Carolina workforce had approximately 2% more female teachers.

Examining race/ethnicity and gender in combination, 63% of South Carolina teachers were White females, 15.6% were White males, 13.0% were Black females, and 3.3% were Black males in the 2022–23 school year. Only 1.8% of the state’s teachers identified as Hispanic females, and less than 1% identified as Hispanic males in the same year. The gender and race/ethnicity demographics of the teacher workforce in the state were stable in the state over the three-year period examined.

Table A3. Comparison of South Carolina and National Teacher Demographic Variables

Demographic variable		SC percentage (2020–21)	SC percentage (2021–22)	SC percentage (2022–23)	US percentage (2020–21)
Gender	Female	80.5	80.2	79.9	76.8
	Male	19.5	19.8	20.1	23.2
Race/ethnicity	White	79.7	79.3	78.5	79.9
	Black	16.0	16.0	16.3	6.1
	Hispanic	2.1	2.2	2.4	9.4
	Asian	1.7	1.8	2.0	2.4
	Two or more races	0.3	0.4	0.6	1.6
	Other	0.3	0.3	0.3	0.6

Teacher Education, Certification, and Experience Data

Most teachers in South Carolina schools in 2022–23 had at a minimum a master’s degree (Table A4). The percentage of teachers in the state with a master’s degree decreased by about 1.5% from 2021–22 to 2022–23, but the percentage of teachers who had a doctoral degree increased over that time period from 2.2% to 2.6%. The percentages of teachers in the state with these credentials are higher than those nationwide (51.2% with a master’s and 1.4% with a doctorate).

Table A4. Comparison of South Carolina and National Teacher Educational Attainment

Description	SC percentage (2020–21)	SC percentage (2021–22)	SC percentage (2022–23)	US percentage (2020–21)
Bachelor’s degree	36.3	36.4	36.2	38.2
Master’s degree	60.0	60.7	61.2	51.2
Doctorate degree	2.0	2.2	2.6	1.4 ^a

^aUS data for bachelor’s degrees and master’s degrees are from Taie and Lewis (2022). Similar data for doctorate degree attainment were not available in that report but were obtained from Irwin et al. (2023) based on the same survey results.

Teaching experience was examined for the 2022–23 academic year in South Carolina and compared to averages throughout the US (Table A5). The percentage of teachers with fewer than three years of experience in the state (16.4%) is more than twice that of the country (7%). However, it should be noted that the national data from 2020–21 may not reflect recent increased turnover trends that emerged after the pandemic (Bacher-Hicks et al., 2023; Goldhaber & Theobald, 2022; Morton, 2022).

For the 2022–23 school year, South Carolina teachers had an average of 13.0 years of experience as teachers. In South Carolina, 56.3% of teachers had at least ten years of teaching experience, as compared to 63.0% of teachers nationally (NCES, 2023a).

Table A5. Comparison of South Carolina and National Teacher Experience

Teaching experience	SC count (2022–23)	SC percentage (2022–23)	US percentage (2020–21) ^a
Less than 3 years	8,874	16.4	7
3 to 9 years	14,750	27.3	29
10 to 20 years	17,490	32.3	37
More than 20 years	12,992	24.0	26
Mean years of experience for South Carolina teachers (2022–23): 13.0			

^aNational data in this table came from NCES (2023a) and were only available to the ones place.

The percentages of teachers attaining various certification types (i.e., alternative, international, and National Board Certification) were also analyzed and compared longitudinally (Table A6). The percentage of teachers in South Carolina during the 2022–23 school year who originally became certified through alternative programs increased by 0.5% from the previous school year. The percentage of internationally certified teachers decreased by 0.3%. The percentage of NBCTs also decreased in that time period, in this case by 1.2%.

Table A6. Comparison of South Carolina Teacher Certification Types Over Time

Certification type	SC percentage (2020–21)	SC percentage (2021–22)	SC percentage (2022–23)
International	1.9	2.1	2.3
National Board	6.6	6.2	5.0
Alternative (currently pursuing)	3.0	3.5	3.6
Alternative (certification completed)	5.1	4.8	5.2
Alternative (combined currently pursuing and completed)	8.1	8.3	8.8

Teacher Evaluation Data

Teachers in South Carolina are evaluated on the Expanded Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system. Most teachers in 2022–23 (70.6%) were assessed solely using a goals-based evaluation (GBE), one component of the broader system, as shown in Table A7. This type of assessment is based on Student Learning Objectives (SLO) set by teachers, which serve as a reflective tool to promote professional growth and reflection (SCDE, 2021). Many teachers on annual or continuing contracts are assessed using only the GBE evaluation in a given year. Other teachers may be assessed both by GBE and by more formal aspects of ADEPT, based on evidence representing four distinct domains (i.e., Planning, Instruction, Environment, and Professionalism) (SCDE, 2023). Teachers may receive formal ADEPT assessments that are either formative or summative, largely depending on the type of contract the teacher is on (e.g., teachers on induction contracts go through only a formative evaluation) (SCDE, 2023). In 2022–23, 16.7% of teachers were assessed using a formative evaluation. Summative evaluations are designed to inform high-stakes decisions, such as certificate advancement, contract status, and contract renewal. In 2022–23, 6.2% of teachers underwent a summative evaluation.

Table A7. South Carolina Teacher Evaluation Information From 2022–23

Evaluation type	Count	Percentage
Goals-based evaluation (GBE)	38,214	70.6
Formative	9,034	16.7
Summative	3,356	6.2
Unknown	3,502	6.5
Total	50,604	100

The South Carolina teacher evaluation data included information about the type of evaluation model used to assess teachers, their contract status and hire status, and the results of their ADEPT and SLO evaluations (SCDE, 2021). Of the 50,604 teachers for whom evaluation data were matched to their personnel files, 87.9% were evaluated using the Expanded ADEPT (South Carolina Teaching Standards) model, and 11.9% were evaluated using a locally developed model. Two South Carolina districts (i.e., Florence 1 Schools and Greenville County Schools) use a locally developed model, and thus, their data were not analyzed further herein.

In 2022–23, the subset of teachers who were assessed in the four domains of ADEPT with either a summative or a formative evaluation included 12,561 teachers. Percentages of teachers earning different composite ratings for ADEPT summative, ADEPT formative, and SLO evaluations over the three-year span from 2020–21 to 2022–23 are shown in Table A8.

Table A8. *South Carolina Teacher Evaluation Ratings From 2020–21 to 2022–23*

Evaluations	Ratings	SC percentage (2020–21)	SC percentage (2021–22)	SC percentage (2022–23)
SLO evaluations ^a	Exemplary	38.3	39.1	40.8
	Proficient	51.5	50.5	49.9
	Needs Improvement	3.1	3.1	2.6
	Unsatisfactory	0.8	0.6	0.6
	Unknown	6.4	6.7	6.1
	Total		100.0	100.0
ADEPT summative evaluations ^b	Exemplary	4.8	4.8	5.3
	Proficient	93.0	91.8	92.0
	Needs Improvement	0.6	0.7	0.5
	Unknown	1.6	2.7	2.2
	Total		100.0	100.0
ADEPT formative evaluations ^c	Exemplary	11.9	12.1	11.5
	Proficient	85.9	85.4	86.2
	Needs Improvement	0.6	0.6	0.6
	Unknown	1.6	1.9	1.7
	Total		100.0	100.0

^aPercentages are based on 50,604 teachers in 2022–23, 51,144 teachers in 2021–22, and 51,067 teachers in 2020–21.

^bPercentages are based on 3,382 teachers in 2022–23, 3,088 teachers in 2021–22, and 3,535 teachers in 2020–21.

^cPercentages are based on 9,179 teachers in 2022–23, 8,424 teachers in 2021–22, and 8,340 teachers in 2020–21.

Novice teachers with a valid South Carolina preprofessional teacher certificate are employed under an induction contract for up to three years. In 2022–23, 7.2% of teachers in the state were induction contract teachers. After completing their induction year(s), teachers become eligible for an annual contract and can be employed in this capacity for a maximum of four years. In the South Carolina workforce, 12.2% of teachers were employed with an annual contract. To be eligible for a professional teaching certificate and to move to a continuing contract, teachers must successfully pass an ADEPT summative evaluation. The majority (77.3%) of South Carolina teachers met these standards and were at a continuing contract level in 2022–23. Teachers who are eligible for an induction or an annual contract but are hired on a date that would cause their period of employment to be less than 152 days during the school year may be employed under a letter of agreement (SCDE, 2020), and 3.3% of teachers were in this category. These teachers are exempt from the Expanded ADEPT evaluation requirements. The distribution of teachers among different types of contracts in 2022–23 is shown in Table A9.

Table A9. South Carolina Teacher Employment Contracts in 2022–23

Contract type	Count	Percentage
Continuing contract	43,945	77.3
Annual contract	6,982	12.3
Induction contract	4,099	7.2
Letter of agreement	1,856	3.3
Total^a	56,882	100

^aAll contract type counts are based on data presented in the South Carolina Educator Evaluation Results 2022–23 report (SCDE, 2023).

Comparison of Teacher Variables by Organizational Level

We examined the demographic characteristics of teachers to investigate potential differences across elementary, middle, and high schools (Table A10). School-level information was available for 51,913 teachers. From this number, we excluded 1,403 teachers who worked in preschools and 4,638 teachers working in combined schools, which resulted in a sample of 45,872 teachers working in elementary, middle, and high schools. Middle schools had the highest proportion of Black teachers (18.6%). While this percentage was statistically and significantly different from the proportion in elementary schools ($h = 0.11$) and in high schools ($h = 0.07$), the difference did not reach a practically meaningful level. Middle schools also had the lowest proportion of White teachers (75.9%). However, the difference was statistically significant only in comparison to elementary schools ($h = 0.14$). In terms of gender comparisons, elementary schools had the greatest percentage of female teachers (92.7%), while high schools had the lowest percentage of female teachers (62.2%). The difference between these schools yielded a medium effect size ($h = 0.78$), followed by the difference between elementary and middle schools ($h = 0.49$) and middle and high schools ($h = 0.28$).

High schools had the greatest percentage of alternatively certified teachers (15.5%). While all the comparisons for percentages of alternatively certified teachers were statistically significant, the greatest differences were found between elementary and high schools ($h = 0.48$) and between elementary and middle schools ($h = 0.44$). Elementary schools had the lowest percentage of internationally certified teachers (1.4%). This percentage was statistically and significantly different from middle schools and high schools. However, both comparisons were negligible in size ($h = 0.13$). Middle schools had the lowest percentage of NBCTs (3.9%). The comparisons of NBCTs across all school levels were statistically significant but did not achieve a practically meaningful level.

Elementary schools had the lowest percentage of teachers holding a postbaccalaureate degree (60.7%). Although this value differed statistically from the proportions at middle and high schools, the effect size was small for the difference between elementary and high schools and negligible between elementary and middle schools.

The highest proportion of teachers receiving an *Exemplary* rating on both ADEPT and SLO evaluations was in elementary schools, while the lowest proportion was observed in middle schools. For the ADEPT evaluation, the only statistically significant difference was between elementary and middle schools ($h = 0.10$). All the differences in SLO evaluation ratings were statistically significant but negligible in size.

We did not find any statistically significant differences in the mean years of experience between elementary and middle schools. However, high schools had more experienced teachers as compared to middle schools ($d = 0.13$) and elementary schools ($d = 0.12$).

Table A10. Summary Statistics and Inferential Tests for Teacher Variables by Organizational Level

Variable	N	SC	Elementary	Middle	High	$\chi^2(df)$	p
Percent of Black teachers	45,077	16.3	14.7 ^a	18.6 ^{a, c}	15.8 ^c	80.2(2)	< .001
Percent of White teachers	45,077	78.5	81.4 ^{a, b}	75.9 ^a	77.2 ^b	162.1(2)	< .001
Percent of female teachers	45,692	79.9	92.7 ^{a, b}	75.2 ^{a, c}	62.2 ^{b, c}	5000(2)	< .001
Percent of teachers with alternative certification	45,872	8.8	2.6 ^{a, b}	14.1 ^{a, c}	15.5 ^{b, c}	2100(2)	< .001
Percent of teachers with international certification	45,010	2.3	1.4 ^{a, b}	3.3 ^a	3.3 ^b	179.6(2)	< .001
Percent of teachers with National Board Certification	45,872	5.0	5.3 ^{a, b}	3.9 ^{a, c}	6.0 ^{b, c}	52.2(2)	< .001
Percent of teachers with a postbaccalaureate degree	45,057	63.8	60.7 ^{a, b}	62.6 ^{a, c}	70.3 ^{b, c}	329(2)	< .001
Percent of teachers with an Exemplary ADEPT rating	10,672	10.0	10.7 ^a	8.7 ^a	9.9	7.7(2)	< .05
Percent of teachers with an Exemplary SLO rating	41,204	43.5	45.8 ^{a, b}	41.0 ^{a, c}	42.9 ^{b, c}	64.1(2)	< .001
*Mean total years of teaching experience	45,872	13.1	12.8 ^b	12.7 ^c	14.0 ^{b, c}	F = 71.8	< .001

Note. Bold superscripts denote pairwise comparisons having a small or larger effect size.

^aThere is a significant difference between elementary and middle schools.

^bThere is a significant difference between elementary and high schools.

^cThere is a significant difference between middle and high schools.

*An ANOVA test was run for mean years.

Comparison of Teacher Variables by Geographic Locale

We examined the demographic characteristics of teachers to investigate potential differences across city, suburban, town, and rural school locations (Table A11). Data on locale were available for 53,075 teachers. We found statistically significant differences in the percentages of Black teachers and White teachers in all comparisons. Suburban schools had the greatest proportion of White teachers (82.6%) and the lowest percentage of Black teachers (12.2%). Conversely, town schools had the highest percentage of Black teachers (21.3%) and the lowest percentage of White teachers (72.9%). For both Black and White teacher comparisons across locales, the comparisons between suburban and city schools ($h = 0.20$ for Black and White teachers) and between suburban and town schools ($h = 0.25$ for Black teachers and $h = 0.24$ for White teachers) yielded small effect sizes. Results for all other comparisons were negligible. In terms of gender, the differences were statistically significant between percentages of female teachers in suburban and town schools and between female teachers in suburban and rural schools, with suburban schools having the highest percentage of female teachers (80.8%). For gender comparisons, all effect sizes were lower than the small effect size threshold.

City schools had the highest percentage of alternatively certified teachers (9.8%), whereas suburban schools had the lowest percentage (8.3%). This difference was the only statistically significant comparison, but the effect size was negligible ($h = 0.05$). The percentage of teachers with international certification was statistically different among all the locales, except for the comparison between rural and city schools. Town schools had the highest proportion of internationally certified teachers (4.8%), while suburban schools had the lowest proportion (1.3%). This pattern was reversed for the comparisons of NBCTs. Suburban schools had the greatest percentage of NBCTs (5.9%), and town schools had the lowest percentage (3.7%). However, all the comparisons between percentages of internationally certified and NBCTs had negligible effect sizes. Similarly, suburban schools had the highest percentage of teachers holding postbaccalaureate degrees (64.6%), while town schools had the lowest percentage (62.4%). Regarding postbaccalaureate degrees, the differences between suburban schools and schools in all other locales were statistically significant, but the effect sizes were all below 0.05.

Suburban schools had the highest percentage of teachers who earned *Exemplary* on the state’s ADEPT evaluation (12.3%). All the differences between suburban and other locales were statistically significant but with negligible effect sizes. For the SLO evaluation comparisons, all the differences were statistically significant, except the city and rural school comparison. The largest differences were between suburban and town schools ($h = 0.36$) and between suburban and city schools ($h = 0.21$).

Finally, a statistically significant difference in years of teaching experience was found among all locales. Teachers in town schools were the most experienced ($M = 13.8$ years), while city school teachers had the least experience ($M = 12.1$ years). The difference between these proportions was negligible ($d = 0.17$).

Table A11. Summary Statistics and Inferential Tests for Teacher Variables by Geographic Locale

Variable	N	SC	City	Suburb	Town	Rural	$\chi^2(df)$	p
Percent of Black teachers	52,041	16.3	19.3 ^{a, c}	12.2 ^{a, d, e}	21.3 ^{d, f}	17.3 ^{c, e, f}	408.2(3)	< .001
Percent of White teachers	52,041	78.5	74.4 ^{a, c}	82.6 ^{a, d, e}	72.9 ^{d, f}	78.3 ^{c, e, f}	384.8(3)	< .001
Percent of female teachers	52,745	79.9	80.4	80.8 ^{d, e}	79.2 ^d	79.1 ^e	21.5(3)	< .001
Percent of teachers with alternative certification	53,075	8.8	9.8 ^a	8.3 ^a	8.7	8.9	18.6(3)	< .001
Percent of teachers with international certification	53,075	2.3	2.3 ^{a, b}	1.3 ^{a, d, e}	4.8 ^{b, d, f}	2.8 ^{e, f}	249.0(3)	< .001
Percent of teachers with National Board Certification	53,075	5.0	4.3 ^a	5.9 ^{a, d, e}	3.7 ^{d, f}	4.7 ^{e, f}	65.3(3)	< .001
Percent of teachers with a postbaccalaureate degree	51,341	63.8	62.7 ^a	64.6 ^{a, d, e}	62.4 ^{d, f}	63.3 ^{e, f}	15.5(3)	< .01
Percent of teachers with an Exemplary ADEPT rating	12,246	10.0	8.9 ^a	12.3 ^{a, d, e}	7.1 ^d	9.3 ^e	42.8(3)	< .001
Percent of teachers with an Exemplary SLO rating	47,049	43.5	40.8 ^{a, b}	51.4 ^{a, d, e, f}	33.4 ^{b, d, f}	39.2 ^{e, f}	768.9(3)	< .001
*Mean total years of experience teaching	53,075	13.1	12.1 ^{a, b, c}	12.7 ^{a, d, e}	13.8 ^{b, d, f}	13.4 ^{c, e, f}	$F = 50.57$	< .001

Note. Bold superscripts denote pairwise comparisons having a small or larger effect size.

^aThere is a significant difference between city and suburb contexts.

^bThere is a significant difference between city and town contexts.

^cThere is a significant difference between city and rural contexts.

^dThere is a significant difference between suburb and town contexts.

^eThere is a significant difference between suburb and rural contexts.

^fThere is a significant difference between town and rural contexts.

*An ANOVA test was run for mean years.

Comparison of Teacher Variables by Poverty Level

We also examined the demographic characteristics of teachers across school poverty levels to try to identify important potential differences (Table A12). School poverty level data were available for 52,110 teachers. For both gender and race/ethnicity, all comparisons across low-, moderate-, and high-poverty schools were statistically significant. In particular, high-poverty schools had the highest percentage of Black teachers (39.2%), the lowest percentage of White teachers (53.3%), and the highest percentage of female teachers (82.7%). For comparisons regarding the number of Black teachers, the effect size was large between low- and high-poverty schools ($h = 0.82$), medium between moderate- and high-poverty schools ($h = 0.58$), and small between low- and moderate-poverty schools ($h = 0.25$). The results were similar for differences in proportions of White teachers. All the differences in the proportions of female teachers were negligible.

Low-poverty schools had the lowest percentage of alternatively certified teachers (7.6%). The differences between low-poverty and moderate-poverty schools and between low-poverty and high-poverty schools were both statistically significant, with a negligible effect size ($h = 0.06$). There was no difference between moderate- and high-poverty schools. Similarly, low-poverty schools had the lowest proportion of internationally certified teachers (0.6%). All comparisons for the proportions of internationally certified teachers yielded statistically significant results, with the largest difference observed between proportions in low-poverty and high-poverty schools ($h = 0.36$), followed by the difference between moderate- and high-poverty schools ($h = 0.23$). The difference between the proportions of internationally certified teachers in low- and moderate-poverty schools did not reach the small effect threshold. In a reverse pattern, low-poverty schools had the greatest percentage of NBCTs (7.1%). Again, the largest difference in proportions was between low-poverty and high-poverty schools ($h = 0.21$). The magnitudes of the comparisons between low-poverty and moderate-poverty and between moderate-poverty and high-poverty schools were negligible.

Low-poverty schools had the greatest percentage of teachers with postbaccalaureate degrees (66.4%). The comparisons yielded statistically significant differences between low-poverty and moderate-poverty schools and between low-poverty and high-poverty schools, but not between moderate- and high-poverty schools. Despite statistical significance, the effect sizes were negligible.

In terms of teacher evaluations, low-poverty schools had the highest percentage of teachers who received an *Exemplary* rating on the ADEPT evaluation (12.1%) and the highest percentage with an *Exemplary* rating on the SLO evaluation (50.6%). For both types of evaluations, all comparisons yielded statistically significant results, with the greatest difference noted between low-poverty and high-poverty schools. For SLO evaluations, this difference was medium ($h = 0.48$), and for the ADEPT evaluation, it was negligible ($h = 0.16$). The difference between moderate- and high-poverty schools regarding SLO evaluations also yielded a small effect size ($h = 0.35$).

High-poverty schools had the least experienced teachers ($M = 12.7$ years). This mean was statistically different from that of low-poverty and moderate-poverty schools. However, both comparisons yielded negligible effect sizes.

Table A12. Summary Statistics and Inferential Tests for Teacher Variables by Poverty Level

Variable	N	SC	Low	Moderate	High	$\chi^2(df)$	p
Percent of Black teachers	51,095	16.3	6.8 ^{a, b}	14.3 ^{a, c}	39.2 ^{b, c}	4500(2)	< .001
Percent of White teachers	51,095	78.5	88.6 ^{a, b}	80.9 ^{a, c}	53.3 ^{b, c}	4300(2)	< .001
Percent of female teachers	51,787	79.9	79.3 ^{a, b}	80.3 ^{a, c}	82.7 ^{b, c}	41.6(2)	< .001
Percent of teachers with alternative certification	52,110	8.8	7.6 ^{a, b}	9.3 ^a	9.3 ^b	39.9(2)	< .001
Percent of teachers with international certification	50,746	2.3	0.6 ^{a, b}	2.1 ^{a, c}	6.6 ^{b, c}	860.1(2)	< .001
Percent of teachers with National Board Certification	52,110	5.0	7.1 ^{a, b}	4.5 ^{a, c}	2.6 ^{b, c}	272.8(2)	< .001
Percent of teachers with a postbaccalaureate degree	50,824	63.8	66.4 ^{a, b}	62.4 ^a	61.6 ^b	82.4(2)	< .001
Percent of teachers with an Exemplary ADEPT rating	12,048	10.0	12.1 ^{a, b}	9.7 ^{a, c}	7.4 ^{b, c}	35.5(2)	< .001
Percent of teachers with an Exemplary SLO rating	46,179	43.5	50.6 ^{a, b}	44.0 ^{a, c}	27.4 ^{b, c}	1100(2)	< .001
*Mean total years of experience	52,110	13.1	13.2 ^b	13.0 ^c	12.7 ^{b, c}	$F = 8.12$	< .001

Note. Bold superscripts denote pairwise comparisons having a small or larger effect size.

^aThere is a significant difference between low- and moderate-poverty schools.

^bThere is a significant difference between low- and high-poverty schools.

^cThere is a significant difference between moderate- and high-poverty schools.

*An ANOVA test was run for mean years.



EDUCATOR WORKFORCE PROFILE

